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ABSTRACT

The Southeast Asian Ministers of Education Secretariat was established to facilitate the exchange of resources and to stimulate cooperation in educational activities among the Southeast Asian countries. The ministers appointed a Coordinating Committee to formulate plans for the establishment of the Regional English Language Centre (RELC). These proceedings report on the seventh meeting of the Coordinating Committee. Topics included organization, professional staff recruitment, control of published materials, RELC programs and fund raising. Also included are detailed reports of resolutions, job descriptions, administrative proposals, schedules, RELC activities, courses and projects. Texts of some conference speeches are provided. (CHK)

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SOUTHEAST ASIAN MINISTERS OF EDUCATION ORGANIZATION

REPORT

SEVENTH MEETING OF THE COORDINATING COMMITTEE FOR THE REGIONAL ENGLISH LANGUAGE CENTRE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Convened by the
Regional English Language Centre
with the co-operation of the
Ministry of Education
Vientiane, Laos

Vientiane
24th – 27th March 1970

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INTRODUCTION

At the first meeting of the Southeast Asian Ministers of Education held in Bangkok, November 1965, the Ministers agreed to establish the Southeast Asian Ministers of Education Secretariat (SEAMES) to facilitate the exchange of resources and to stimulate cooperation in educational activities among the Southeast Asian countries.

At their second conference in Manila in November 1966, the Southeast Asian Ministers of Education approved the establishment of the Regional English Language Centre (RELC). Subsequently the Ministers appointed a Coordinating Committee for the Regional English Language Centre, comprising one representative from each member country[1] to proceed with the formulation of plans for the establishment of RELC.

The first meeting of the Coordinating Committee was held in Singapore in June 1967. At this meeting the Committee recommended the establishment of an Interim Project Office to carry out all the necessary pre-project activities and to prepare the way for the first operational year of the Regional English Language Centre to begin on 1st July 1968.

At the second meeting of the Coordinating Committee held in Kuala Lumpur in October 1967, a set of Project Development plans which included a description of the Centre's programmes, projected activities, staffing and a funding scheme was prepared for the consideration of the Ministers of Education at their Third Conference in Singapore in February 1968.

The third meeting of the Coordinating Committee was held in Singapore in April 1968, at which it considered in detail the proposed four-month training courses.

At its fourth meeting held in Malang, Indonesia October 1968, the Coordinating Committee considered the RELC activities being carried out as well as those planned for 1968/1969.

The fifth meeting was held in Quezon City, Philippines in March 1969. At this meeting the Coordinating Committee discussed among other things, the training programmes, recommendations of the Regional Seminar on Teacher Education Program Tryout, the SEAMES plan for special funds and evaluation procedures for RELC programmes.

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1. Member countries of the Southeast Asian Ministers of Education Organization are Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam.

At the sixth meeting held in Hong Kong in October 1969, the Coordinating Committee finalized the recommendations concerning staff recruitment procedures, RELC staff rules and service conditions of professional staff for submission to the Ministers of Education at their sixth meeting in January 1970.

The Coordinating Committee held its seventh meeting in Vientiane, Laos in March 1970. During the four-day meeting the Committee approved the nomination by the Singapore Minister of Education of Mrs Tai Yu-lin as Director of the permanent RELC. It approved after much consideration the proposed RELC activities for the period July 1970 - December 1971 and expressed satisfaction with the progress of the Centre's training programmes and plans for forthcoming regional seminar (RELC's fifth) in May. The meeting also discussed and finalized policy matters relating to RELC publications and recruitment of assigned staff from the region.

1. REPORT BY RELC DIRECTOR

Distinguished delegates, ladies and gentlemen:

Training Programme

The third four-month course leading to the award of the Certificate in the Teaching of English as a Second or Foreign Language commenced on 4th August and concluded on 29th November 1969. As I reported to this Committee at its last meeting, the most noteworthy and pleasing feature of the third course was that, for the first time, all seven member countries were represented. Vietnam was once again strongly represented. RELC was also particularly happy to welcome members from Laos to attend an intensive course at the Centre.

An introductory course in Psycholinguistics and Sociolinguistics was introduced in the third four-month course. This course is being further expanded at RELC in view of the keenness and interest generated among the course members. The writing of special assignments, to which 100 hours of course time were devoted and which were individually supervised by members of the professional staff, continued to be a valuable experience for the course members. The coverage of the subject areas was comprehensive. The members of the third course are to be congratulated on working so well during the time allotted to this individual activity, which enabled the Centre to complete the printing and binding of most assignments prior to their return to their own countries. Presentation copies of the assignments have been submitted to the respective Ministries of Education and institutions/ departments from which the course members came. It is most encouraging to note that the completed assignments of course members have been given increasing attention by the SEAMEO Ministries of Education. A most welcome letter was received recently from the office of the Director of Vocational Education, Ministry of Education, Thailand informing RELC that the special assignment completed by Miss Tongbai Chittamongkol of the third four-month course was considered by the Ministry of Education, Thailand, to be suitable for publication and adoption as reading materials in business schools under the Department of Vocational Education.

The third four-month course members received their Certificates from H.E. the Singapore Minister for Education in a formal ceremony held in the Singapore Conference Hall on 29th November. Among the distinguished guests and friends of the Centre who attended the ceremony were Dr Lee Chiaw Meng, Singapore's Parliamentary Secretary of Education, Mr Kwan Sai Kheong, Singapore's Permanent Secretary of Education, Mr Khoo Eng Choon, SEAMES Assistant Director, heads of missions of SEAMEO countries and representatives of governments extending aid to RELC.

The fourth four-month course which commenced on 5th January is now on. Twenty-one members from SEAMEO countries are attending the course. Of the course participants four are from Indonesia, three from Malaysia, three from the Philippines, three from Singapore, four from Thailand and four from Vietnam. For the first time, there is a preponderance of men among the participants. And of the fifteen men and six women, five are area supervisors and inspectors of English teachers, eight are lecturers attached to teachers colleges and eight are senior teachers of English in secondary schools. The course is expected to conclude on 2nd May.

Library and Information Centre

The library continues to be a major support to the training programme. How rapidly it has developed with the assistance of governments, educational institutions, organizations and publishers and what its expanded services and facilities have been in recent months are reported in a paper specially prepared for the meeting. The library collection is fully utilized by the course members and Centre staff. We continue to receive applications to use the specialist library from professional personnel attached to other educational institutions in Singapore and have made special arrangements to accommodate registered non-Centre members.

The library and information centre is now in active contact with 370 related organizations, institutions, associations, university departments and other libraries in 33 countries. Demand from world-wide educational institutions and TESL/TEFL centres for reference and information services is steadily increasing. Microfilm and photo-copying services are now available since the installation of a micro-film reader-printer and a Xerox 720 machine.

To plan for an effective information centre and clearing house service, RELC is at present making a survey of TESL/TEFL institutions, courses, programmes, publications and personnel resources within the SEAMEO region. A total of 494 questionnaires on institutions and 171 questionnaires on personnel had been sent out by 14th March. Cooperation of member countries is required to feed RELC with all the essential information. It is expected that the survey will result in substantial accumulation of data on existing and projected facilities and resources for TESL/TEFL training, research and activities which could be drawn on for the purposes of encouraging, coordinating and utilizing to the best advantage all efforts towards the improvement of TESL/TEFL in our region. It is hoped that the collation of information on personnel resources would enable RELC to function as a central agency to bring about greater cooperation and coordination in the areas of research and other professional activities in TESL/TEFL and at a later stage to

plan and arrange for personnel exchange and thus extend the framework for effective educational cooperation in the field of second or foreign language teaching in our region.

Regional Seminar

Arrangements are being finalized for holding this year's major professional seminar in Bangkok in May. With the excellent response to our invitations the seminar on English Language Testing promises to be both stimulating and rewarding for the participants. In addition to strong teams of English teaching and testing specialists from within our region, we are expecting to come from outside Southeast Asia distinguished testing specialists such as Professor Alan Davies, currently with Tribhuvan University College, Nepal, Dr John Carroll, Senior Research Psychologist of the Educational Testing Service, Princeton, Dr Robert Kaplan, Director of the English Communications Program of the University of Southern California, and Mr H.S. Otter of the Cambridge Local Examinations Syndicate. The Coordinating Committee will be informed of the tentative arrangements for the seminar at this meeting. On behalf of RELC and the Seminar Planning Committee, I would like to take this opportunity to express my deep appreciation to the Bangkok Organizing Committee for the whole-hearted cooperation to ensure a successful seminar in May. I am sure it gives the distinguished members of this Committee much delight to know that H.E. the Minister of Education, Thailand has most graciously agreed to be present at the Opening Ceremony and to officially declare the seminar open.

Consultancy and Special Services by RELC Staff

RELC is pleased to report that upon the request of the Ministry of Education and Culture in Indonesia, Mr Kenneth Bale, our Specialist in Audio-Visual Aids, delivered a series of demonstration lectures on the use of inexpensive and no cost audio-visual aids at a workshop held in Tjipajung in January this year for leaders of up-grading courses from various parts of Indonesia.

In the same month January at the request of the Ministry of Education, Laos, Mr Alan Moller rendered assistance as consultant in the first national seminar for teachers of English in Laos held in Vientiane. It was most gratifying to note that Mr Moller's presence at the seminar was so much appreciated that he was invited to chair the important final session during which major recommendations were drawn up for submission to the Lao Ministry of Education.

Various other kinds of special services have been extended by RELC to national educational institutions in member countries since our last meeting in

October 1969. In November 1969 a most valuable meeting was held at the Centre between RELC professional staff and two senior officials of the English Coordinating Board of the Indonesian Ministry of Education, namely Mr Soeparno and Mr Tirtopramono. The meeting looked into the many possible areas of close cooperation between RELC and the National English Language Centre to be set up in Djakarta. In January this year Mr Raymond Tongue, RELC Methodologist, participated in the Language Teaching Seminar held at the MARA Institute of Technology in Kuala Lumpur and led the discussion in three 'workshop' sessions following the presentation of papers. More recently in March, on the invitation of the Selangor Language Teachers' Association in Kuala Lumpur, Mr Tongue lectured on "Linguistic Theory and Language Teaching Practice" to a group of senior English teaching personnel. One former RELC course member motored 50 miles from his duty station to be at the lecture. The talk was recorded for broadcasting in Radio Malaysia's "Teachers' Forum" series. Mr Kenneth Bale is member of the Singapore Ministry of Education Committee on the use of audio-visual aids and equipment for technical education and training in the Republic.

Construction of the New 16-Storey RELC Building

On 29th November 1969 at 10.00 a.m. ground breaking and foundation stone laying ceremonies of the new 16-storey RELC building were held at the site for the Centre on Orange Grove Road. The occasion was made auspicious by the presence of Singapore's Minister for Education, H.E. Mr Ong Pang Boon, who formally broke the ground and laid the foundation stone of this new landmark in Singapore.

Among the distinguished guests invited to witness the ceremonies were heads of missions of SEAMEO member countries, heads of missions of donor governments, Mr Khoo Eng Choon, SEAMES Assistant Director II, Dr Medhi Dulyachinda, SEAMES Financial Consultant, members of the RELC Building Fund Committee, representatives of international bodies and senior officials of the Singapore Ministry of Education.

Also present were the RELC course members of the third four-month course who came in their beautiful national dresses and whose presence helped to give even greater significance to the happy and memorable occasion.

Piling work started at the building site immediately after the ceremonies and was completed at the end of February. Construction work has begun and will take eighteen months to complete. If everything goes well, the 16-storey building will be ready for occupation and operational activities by the end of 1971.

RELC Building Fund Committee

I reported to this Committee at its last meeting that H.E. the Minister for Education, Singapore, appointed an RELC Building Fund Committee under the distinguished chairmanship of Dr Aw Cheng Chye in July last year to raise funds for a portion of the RELC building costs. Since the inaugural meeting about six months ago, over S$478,000 or US$159,000 has been raised from private individuals, business companies and foundations in Singapore. Contributions to the Fund will be matched by the Singapore Government on a dollar-for-dollar basis.

SEAMEC Conference, 1970

The Fifth Ministerial Conference was held in Kuala Lumpur from 19th to 23rd January this year. RELC presented its progress report and put forward the recommendations of this Committee. The SEAMEC resolutions concerning RELC and those concerning SEAMEO in general have been extracted from the draft report and will be tabled at this meeting for the information and consideration of this Committee.

RELC Support Profile

The RELC interim operational activities are carried out with whole-hearted cooperation and generous support from several sources. Support profiles of the past financial year 1968 - 1969, and the current year 1969 - 1970 together with the estimated support profile of the coming financial year 1970 - 1971 have been compiled for study at this meeting.

March 1970

2. DIRECTOR OF THE PERMANENT RELC

Singapore Education Minister's Nomination

The nomination, by His Excellency Mr. Ong Pang Boon, Minister for Education, Singapore, of Mrs Tai Yu-lin as Director of the Permanent RELC, which was communicated to the meeting by the SEAMES Director, General Netr Khemayodhin, was approved unanimously by the Coordinating Committee.

3. CHAIRMAN RELC COORDINATING COMMITTEE

Mr Low Kee Cheok, Coordinating Committee member for Singapore, was unanimously elected Chairman of the Committee.

4. FIFTH SEAMEC CONFERENCE RESOLUTIONS CONCERNING RELC

4.1 **Some Resolutions passed at the Fifth SEAMEC Conference, Kuala Lumpur, for the information of the RELC Coordinating Committee**

The above paper (see Annex 2) together with an extract of the Report of the Fifth SEAMEC Conference which dealt with "Assignment Terms and Service Conditions of RELC Professional Staff" were tabled before the Committee.

DISCUSSION

It was pointed out that the Ministers had approved in principle the resolutions in respect of Assignment Terms and Service Conditions, subject to the general civil service regulations in force in each member country. Where conflict did arise, arrangements would be made within each member country concerned to waive its own civil service regulations so as to accommodate the assignment terms of RELC.

Reference was made by the SEAMES Programme Development Assistant to the comment of the Director of Education, Singapore at the Ministerial Conference held in Kuala Lumpur in January, 1970 that SEAMEO was a new organization tackling problems in education on a regional basis. New concepts and approaches to the application of service regulations were necessary in respect of the assignment of staff to SEAMEO projects.

There ensued a lengthy discussion on the best procedures for expediting the finalization of the assignment terms referred to above by the SEAMEO member countries. The SEAMES representative informed the meeting that member countries had recently been reminded by SEAMES to finalize their rules and regulations in connection with assignment/secondment to SEAMEO projects as soon as possible.

RESOLUTIONS

1. THAT THE DIRECTOR OF RELC WRITE AS SOON AS POSSIBLE TO MEMBERS OF THE COORDINATING COMMITTEE REMINDING THEM THAT, IN JULY OF THIS YEAR, THEY WOULD BE RECEIVING FORMAL NOTIFICATION OF THE VACANT PROFESSIONAL STAFF POSITIONS TO BE FILLED AT RELC.

2. THAT ON RECEIPT OF THE ABOVE-MENTIONED LETTER FROM RELC, EACH MEMBER OF THE COORDINATING COMMITTEE SHOULD BRING THIS QUESTION TO THE ATTENTION OF HIS MINISTER OF EDUCATION WITH A VIEW TO OBTAINING SPEEDY FINALIZATION OF THE OBLIGATIONS OF HIS COUNTRY IN ASSIGNING STAFF TO RELC, ON THE BASIS OF THE RESOLUTIONS AS APPROVED IN PRINCIPLE BY THE MINISTERS OF EDUCATION AT THEIR FIFTH CONFERENCE IN JANUARY, 1970.

3. THAT MEMBERS OF THE COORDINATING COMMITTEE SHOULD AT ONCE COMMENCE THEIR ATTEMPTS TO IDENTIFY AND LOCATE POTENTIAL PROFESSIONAL STAFF MEMBERS FOR RELC AMONG THEIR OWN NATIONALS.

4.2 Reorganization of SEAMES

The Coordinating Committee expressed concern about the wording of Resolution 5 under this heading. After considerable discussion, the Committee agreed to request SEAMES to provide clarification of the intent of this resolution as it may affect the job descriptions, the qualifications and the duties of Project Directors.

4.3 SEAMES Affairs

i) The SEAMES representative informed the meeting that the two items under "Liability policy and insurance scheme" had already been implemented in respect of SEAMES.

ii) The SEAMES Programme Development Assistant informed the meeting that resolution 1 under "Terms and conditions of secondment" had been deleted in the final report of the Fifth SEAMEC Conference because it had already been fully spelt out in the resolutions in respect of RELC in that final report.

5. RELC PROFESSIONAL STAFF RECRUITMENT W.E.F. JULY 1970

5.1 Job Descriptions

Mr R.K. Tongue, on behalf of the RELC professional staff, reported that the professional staff of RELC (under the chairmanship of Dr Cherrier, Specialist in Linguistics) had offered amendments to the proposed job descriptions (see Annex 3) along the following lines:

i) the descriptions had been made more consistent and more uniform in content;

ii) the titles of four of the posts had been changed as follows:

Specialist in Linguistics (Descriptive/Theoretical)
to become Specialist in Linguistics (Theoretical)

Specialist in TESL/TEFL (Reading)
to become Specialist in TESL/TEFL (Reading & Writing)

Specialist in TESL/TEFL (Spoken English)
to become Specialist in TESL/TEFL (Oral English)

Specialist in Evaluation & Testing
to become Specialist in Research Design & Programme Evaluation

iii) the professional staff had expressed disquiet about the proposed amendments to one of the posts in linguistics agreed at the Sixth Coordinating Committee meeting in Hong Kong. They held the view that the combination of expertise in Sociolinguistics and Psycholinguistics was very rare in a single individual and so a post of this nature would be difficult to fill. They preferred a Specialist in Sociolinguistics, for whom research responsibilities should be included in the job description.

DISCUSSION

It was pointed out that RELC had no budget for research. The view was also expressed that Sociolinguistics had little relation to problems of second and foreign language teaching, and that Psycholinguistics was more important from the language teaching point of view.

Mr Tongue expressed the view that there was considerable socio-linguistic data already available which needed to be studied; such work would not involve very much cost. He also suggested reasons why Sociolinguistic findings were important in English teaching in determining the role of English in the societies of Southeast Asia.

The Committee was of the opinion that the sequence of items in all the job descriptions should be changed so that the teaching function reflected its priority by appearing as the first item.

It was pointed out that in the early years of RELC's activities, priority should be given to training; in this way, public support for the operations at the Centre was more likely to be enlisted. The problems of English (rather than other regional languages) and of English teaching should also be stressed in the job descriptions of the three posts in Linguistics. The post in Sociolinguistics also required careful examination.

A Sub-Committee was appointed to amend the job descriptions in accordance with the comments made above.

5.2 Report of the Sub-Committee

The Sub-Committee later reported as follows:

i) We have amended the proposed Job Descriptions of Professional Staff, in the light of the opinions voiced by the full Committee and in accordance with views expressed at our Sub-Committee meeting. The rationale of the changes was as follows:

a) to emphasize the priority to be given to training in the early years of RELC's activity (by placing the training function first);

b) to emphasize the application of linguistics by naming two of the posts in this area Applied Linguistics I and Applied Linguistics II and deleting Specialist in Sociolinguistics. It was the unanimous view of the Sub-Committee that there would be insufficient teaching duties in Socio-linguistics for a full-time Specialist to be appointed in this area;

c) to make the descriptions in some cases more general, to ensure a wider field of recruitment.

ii) The training duties to appear first in the listed order of responsibilities of the following posts:

Specialist in TESL/TEFL (Methodology)
Specialist in TESL/TEFL (Reading and Writing)
Specialist in TESL/TEFL (Oral English)
Specialist in TESL/TEFL (Instructional Materials)
Specialist in TESL/TEFL (Programmed Materials and Language Testing)
Specialist in TESL/TEFL (Audio-Visual Aids)

iii) Specialist in TESL/TEFL (Programmed Materials and Language Testing)
to read Specialist in Psychology and Learning Theory (Programmed Materials and Language Testing)

Specialist in TESL/TEFL (Audio-Visual Aids)
to read Specialist in Audio-Visual Aids

These two changes were introduced in order to widen the potential field of recruitment. It should be noted that a TESL/TEFL qualification is not considered essential for either of the above two posts.

iv) Job Descriptions of the Professional Staff as revised by the Sub-Committee.

Title: Specialist in Linguistics (Theoretical Linguistics)

Duties: b) to read as a)
c) to read as b)
c) to read as:

to initiate, promote and/or undertake research in general linguistic problems of the SEAMEO region.

Title: Specialist in Linguistics (Applied Linguistics I)

Duties: b) to read as a)
c) to read as b)
c) to read as:

to initiate, promote and/or undertake research in

i) analysis and description of the languages of the SEAMEO region, and comparative studies of these languages and English;

ii) the application of linguistic theory and data to the development of language teaching methods and materials.

d) to read:

to serve as consultant and adviser to SEAMEO countries in applied linguistics and allied problems and programmes.

Title: Specialist in Linguistics (Applied Linguistics II)

Duties: b) to read as a) except "sociolinguistics" to read applied linguistics

c) to read as b) except that it now concludes "in the general area of applied linguistics and socio-linguistics".

c) to read as:

to initiate, promote and/or undertake research in applied linguistics in the SEAMEO region with particular focus on the socio-cultural context of second and foreign language teaching and learning, primarily in respect of English Language.

d) to conclude "in applied linguistics, sociolinguistics and allied problems and programmes".

Qualifications:

b) Professional:

"or sociology" to be deleted.

Title: Specialist in TESL/TEFL (Methodology)

Duties: b) to read as a)

c) to read as b)

a) to read as c)

Title: Specialist in TESL/TEFL (Reading and Writing)

Duties: b) to read as a)
c) to read as b)
d) to read as c)
a) to read as d)

Title: Specialist in TESL/TEFL (Oral English)

Duties: b) to read as a)
c) to read as b)
d) to read as e)
e) to read as c)
a) to read as d)

Title: Specialist in TESL/TEFL (Instructional Materials)

Duties: b) to read as a)
c) to read as b)
a) to read as c)

Title: Specialist in TESL/TEFL (Programmed Materials and Language Testing)
To read: Specialist in Psychology and Learning Theory (Programmed Materials and Language Testing)

Duties: b) to read as a)
c) to read as b)
a) to read as c)

Qualifications:

e) Experience

delete "for the teaching of English"

Title: Specialist in TESL/TEFL (Audio-Visual Aids)
To read: Specialist in Audio-Visual Aids

Duties: b) to read as a)
c) to read as d)
d) to read as b)
a) to read as c)

The recommendations of the Sub-Committee on Job Descriptions were approved by the Coordinating Committee.

5.3 Service Terms and Conditions

It was noted that the Service Terms and Conditions, as contained in document SEAMES/P6/CC6/AX9, had already been approved in principle by SEAMEC.

DISCUSSION

The main discussion centred on item f), page 12, of the document: "The home government/agency shall assign the staff member to RELC for such period (and extensions thereof) as may be agreed upon between RELC and the home government/agency". The point at issue was what the length of the period of assignment should be. The Director, RELC, and Mr Tongue, RELC staff member, were of the opinion that a period of two years' assignment should be normal. A period of several months' orientation was needed in taking up a post with such widely-ranging responsibilities. If the period were to be normally of only one year's duration, it might mean that there would be an annual turn-over of about half the professional staff of RELC, with concomitant damage to the continuity of the Centre's programmes and activities.

However, some members of the Committee expressed serious doubts as to whether persons of the high professional calibre required by RELC could be spared by their home governments for as long a period as two years. There were also in some cases, certain administrative obstacles to assignments abroad of more than one year.

RESOLUTIONS

1. THAT THE PERIOD OF ASSIGNED ATTACHMENT TO RELC OF STAFF MEMBERS WHO WERE NATIONALS OF SEAMEO MEMBER COUNTRIES SHOULD NORMALLY BE A MINIMUM OF ONE YEAR, AND PREFERABLY TWO YEARS, WITH POSSIBILITIES OF EXTENSION.

2. THAT, FOR THE PURPOSE OF PARTICIPATION IN SPECIAL PROGRAMMES, STAFF ON ASSIGNMENTS OF LESS THAN ONE YEAR'S DURATION WOULD BE ACCEPTABLE, PROVIDED FUNDS WERE AVAILABLE.

5.4 Professional Staff Member from SEAMEO Country

Director, RELC, invited members of the Committee to encourage their Governments to assign someone from their country to the Centre with effect from July, 1970, and she asked them to give this matter their fullest consideration.

5.5 Recruitment Scheme SEAMES/P6/CC3/AX page 22.

The Recruitment Scheme was approved after the following amendments had been agreed:

August - September	to read "Procedures will be set up by the Ministry of Education in each SEAMEO country for considering potential candidates ..... etc."
31st December	to read "RELC will make final selection and will submit names of selectees to the Coordinating Committee members concerned who will inform their respective Ministers of Education accordingly. An Acceptance Form ..... etc."
	add
15th January, 1971	"The Minister of Education will make a formal nomination to RELC"
March	no amendment.

RESOLUTIONS

1. THAT THE TIMETABLE AS REVISED (SEE ANNEX 3a) BE FOLLOWED FOR THE INITIAL RECRUITMENT SCHEME.

2. THAT THE PROCEDURES OF THE INITIAL RECRUITMENT SCHEME OUTLINED ABOVE SHOULD BE FOLLOWED, WITH APPROPRIATE ADJUSTMENTS IN THE TIME SEQUENCE, FOR SUBSEQUENT RECRUITMENT OPERATIONS.

5.6 Staff Rules and Directives

The attention of the meeting was drawn to the extracts from Staff Rules in the booklet SEAMES/P6/CC6/AX9. The Director reported that minor textual amendments had been made in these rules after their approval by the Coordinating Committee; changes of substance had of course not been made.

5.7 RELC Letter Accepting Nomination from a SEAMEO Government

RELC Letter Accepting Nomination (page 25 of the booklet) was approved after certain clarifications had been made.

In conclusion, under this agendum, the Director announced that the following professional posts at RELC were likely to be vacant from January, 1972:

3 Specialists in Linguistics
1 Specialist in TESL/TEFL (Reading & Writing)
1 Specialist in TESL/TEFL (Oral English)
1 Specialist in Psychology and Learning Theory (Programmed Materials & Language Testing)
1 Specialist in Research Design and Programme Evaluation

6. CONTROL OF PUBLISHED OR REPRODUCED MATERIALS

6.1 Extract from a Statement of Policy on Control of Published or Reproduced Materials

Director, RELC, reported on the action subsequent to the adoption of policy at the Committee's Sixth Meeting. An extract from a statement of policy on control of published or reproduced materials (see Annex 4) was taken note of by the meeting, together with the form "STATEMENT BY FORMER RELC COURSE MEMBER" assigning copyright in papers and work completed as part of courses at RELC to the Centre. (A different form had been prepared in respect of each of the three courses). Coordinating Committee members were requested to arrange to have the forms signed (in duplicate) by past course members from their country; one copy was to be retained by the individual course member, the other to be sent to RELC through the Coordinating Committee member by 30th April.

6.2 Proposal for Administration of Policy on RELC Publications

Director, RELC, introduced a paper (see Annex 5) on this topic which was read out to the meeting. After considerable discussion the paper was approved after the following amendments had been made.

A. to read:

> That the Coordinating Committee of RELC constitute the policy-making body in respect of all RELC publications.

B. i) 1 - 5 to read as in original text
6. to be deleted

New B ii) to read:

> The Director of RELC, as Chairman, has the right to co-opt additional members to the Board of Editors as and when the need arises.

C. to read:

That the Coordinating Committee empower the RELC Board of Editors to recruit professional consultants (honorary) as the occasion may arise. These individuals will be selected with the aim of obtaining the services of scholars representing all the countries of the SEAMEO region and of non-SEAMEO countries involved in RELC activities, as well as representatives of the various relevant professional disciplines.

D.1 to read:

The Coordinating Committee of RELC as the policy making body in respect of RELC publications will be responsible for determining publications policy and for monitoring the implementation and administration of this policy. Members of the Committee will inform and advise the Board of Editors on publications matters relevant to the interests and needs of their respective countries and of the SEAMEO region.
Committee members will be kept closely informed of the activities and decisions of the Board of Editors.

D.2 to read:

The Board of Editors will have primary responsibility, vested in the Chairman or as delegated by him, for implementation and administration of all RELC publications policy as determined by the Coordinating Committee, for maintenance of proper professional standards of RELC publications, and in general for all administrative decisions relevant to RELC publications. The Board of Editors is empowered by the Coordinating Committee to set up Editorial Advisory Boards in respect of any RELC publication. In this connection, it should be noted that an Editorial Advisory Board for the RELC Journal has already been established. The Board of Editors is to be responsible for editorial policy following guidelines established by the Coordinating Committee, for coordinating RELC publishing activities, for final determination of content and format of publications, and for control of copyrights held by RELC at present or in future.

D.3 to read:

> The professional consultants will be invited to evaluate the quality, relevance and timeliness of materials being considered for publication under RELC auspices, to suggest topics for the consideration of the Board of Editors or of editors of specific RELC publications, and in general to offer professional advice and counsel useful for the maintenance and improvement of standards of RELC publications.

E.2 Delete:

> It is intended that the second criterion should be interpreted strictly. The first, however, should be interpreted broadly.

In concluding their discussion on this topic, the Coordinating Committee recommended that the phrase "High professional standards" used in the paper, should be spelt out in more detail by the RELC Board of Editors. The regional nature of RELC was emphasized and must always be borne in mind when the appropriateness of materials for inclusion in RELC publications was being considered.

7. RELC INTERIM OPERATIONAL PROGRAMME FOR THE PERIOD JULY 1970 - DECEMBER 1971

7.1 Proposed Activities, 1st July 1970 - 30th June 1971 Proposed Schedule of RELC Activities, July 1970 - December 1971

The Proposed Activities, 1st July 1970 - 30th June 1971 (see Annex 6) and the Proposed Schedule of RELC Activities, July 1970 - December 1971 (see Annex 7) were studied by the Committee.

The Director responded to a question about the delay in the publication of the RELC Journal by explaining the organizational and administrative difficulties connected with the first issue. These difficulties had now been resolved and the first issue was confidently expected to appear in May.

Both papers under consideration were approved by the Committee.

7.2 RELC Support Profiles

The Support Profiles for 1968 - 1969, 1969 - 1970 and 1970 - 1971 (see Annex 8) were examined by the Committee together with a breakdown of the estimated Support Profiles for 1970 - 1971.

i) The Director pointed out that, since its first Interim year, RELC had been endeavouring to obtain support from non-U.S. sources to match the assistance provided by USG. She was pleased to be able to report that the breakdown for 1970 - 1971 showed that this target had been achieved.

USG support	:	US$136,600
non-USG support	:	US$148,400

ii) The Director then drew the attention of the meeting to the fact that a top-up allowance for one professional staff member from a SEAMEO country (US$4,000) had been included, although the centre was still in its Interim Period of development. She hoped that the presence of this item in the profile would encourage member countries to nominate one of their own specialists for a professional post at RELC in the near future. The importance of having a specialist from the region to join the extra-regional professional staff at the centre was acknowledged by a number of the Committee members.

iii) The Director next drew attention to the item "Research Fellowship US$2,500 for the coming year. Explanation was made that, from 1972 onwards, the figure of US$7,000 a year would be budgeted under Special Funds for Research Fellowships. Originally, it had not been intended to seek funds for research fellowships during the Interim Period. However, an informal request had been made by Malaysia for the provision of a fellowship to enable a Malaysian scholar to spend 8 - 10 months at the centre working on linguistic research. The Director had taken cognisance of this specific request from a member country and the Coordinating Committee as well as USG had agreed to support the proposal.

DISCUSSION

A lengthy discussion on the Support Profiles then ensued. The Committee took note of the Support Profiles for 1968 - 1969 and 1969 - 1970 and approved the estimated Support Profile for 1970 - 1971.

RESOLUTION

THAT THE RESEARCH FELLOWSHIP, 1970 - 1971, BE AWARDED TO A CANDIDATE FROM MALAYSIA. A FORMAL REQUEST FROM MALAYSIA SHOULD NOW BE SUBMITTED TO THE RELC DIRECTOR.

8. MATTERS RELATING TO RELC TRAINING PROGRAMMES

8.1 Evaluation of the Third Four-Month Training Course, August - November 1969 - Internal Evaluation

The Committee noted that three members of the third course had been awarded Letters of Merit by the Board of Studies (see Annex 10). Particular pleasure was expressed at the fact that the assignment of Miss Tongbai Chittamongkol (Thailand) had been found suitable by the Director-General of Vocational Education for extensive use for the teaching of Business English in Thai Vocational Schools.

It was agreed that a SEAMEO Ministry's request to publish and use a course member's assignment should be granted by the RELC Board of Editors, with suggestions for improvement, if any.

After discussion, Mr Owen's evaluation of the Third Four-Month Course was noted, and it was agreed that the following suggestion should be recorded: comparisions between groups of course members, which were not really relevant to the evaluation of a specific course, should not appear in paper which may be read by participants in RELC courses.

8.2 Fourth Four-Month Training Course

The Director gave a short report on the progress of the current course. She noted that the majority of the participants (see Annex 11) on this occasion were from outside the capital cities of member countries. It was noted that many course members had been rather slow this time in embarking on their assignments (see Annex 12). This may have been due to the fact that they had no opportunity to consult their educational authorities on assignment areas prior to their coming to RELC. It was hoped that the publication by RELC of brief summaries of the 60 assignments completed on the first three courses would assist future course members in deciding on their assignment topics as early as possible.

8.3 Fifth Four-Month Training Course

The dates for the Fifth Four-Month Course were confirmed as 17th August to 12th December 1970.

The Director appealed for the early nomination of participants in the next course. If possible, RELC would like to have the names and indication of sex at least a month before the start of the course, so that suitable accommodation arrangements might be made. She expressed the hope that, where possible, both sexes be represented in each national group of participants.

M. L. Boonlua reported that Thailand may in future be nominating persons without TESL/TEFL background, they would, however, be persons occupying or about to occupy key posts in the teaching of English.

8.4 Australian Government Scholarship Awards and Selection Procedures

The Director was pleased to announce that the Australian Government had awarded three scholarships under the Colombo Plan scheme, to SEAMEO participants attending the present RELC course. Since the Australian Government wished to participate in the selection of its scholarship holders, and since the offer on this occasion arrived after course members had been nominated, the Australian authorities agreed to award the scholarships to three of the present course members. In the hope that the awards were to be repeated, the Director informed the Committee of the recruitment procedures as suggested by the Australian Government.

The Coordinating Committee welcomed the award of three scholarships to RELC by Australia. It authorised the Director to negotiate simplified selection procedures with the Australian authorities, perhaps along the lines which were faute de mieux followed in respect of the first three awards.

8.5 First Steps Toward Implementing External Evaluation Procedures

The above paper (see Annex 13) was presented for the consideration and approval of the Committee. Six members agreed that the external evaluation procedures in their countries as described in the paper were substantially correct. SEAMES Representative however questioned the accuracy of certain statements about Malaysia. It was agreed that Mr W. Owen be asked to reassess the external evaluation procedures in Malaysia outlined in his paper.

The members then carefully considered the 'Guidelines for information to be obtained for external evaluation of RELC training programmes'.

After considerable discussion the Committee decided that RELC should draw up a questionnaire as soon as possible for sending to member countries. The member from Thailand requested several copies to be sent.

RESOLUTION

THAT RELC DEVISE AN EVALUATION QUESTIONNAIRE FOR USE BY MEMBER COUNTRIES ON THE BASIS OF GUIDELINES GIVEN IN THE ABOVE PAPER. THIS QUESTIONNAIRE IS TO BE USED BY MEMBER COUNTRIES, SUBJECT TO MODIFICATIONS AS REQUIRED BY EACH MEMBER COUNTRY.

9. REGIONAL SEMINAR ON ENGLISH LANGUAGE TESTING

The papers on the provisional timetable and provisional arrangements for the Regional Seminar on English Language Testing (see Annex 14) were considered by the Committee. The Committee approved of the Seminar arrangements; it did not wish to make any recommendations but it was suggested that the Seminar Planning Committee bear in mind the following comments of Coordinating Committee members:

i) the panel discussion should appear in the programme for the first day, so that regional problems can be borne in mind throughout the duration of the seminar;

ii) that the number of papers should be strictly limited lest the workshops change their character into something like symposia.

10. STATUS REPORTS

10.1 Library and Information Centre

The Committee considered a paper on this subject (see Annex 15) by the Librarian, Miss Yolanda Beh.

The following points were raised in discussion:

i) The question was asked whether liaison between RELC and National Committees was effective. The Director replied that the volume of liaison work was not very great at present but it would expand commensurately with the development of the Centre.

ii) The question of loans to member countries was raised. The Director replied that these depended upon having multiple copies of books in the Library; at the present time, such loans must remain very limited.

iii) The suggestion was made that the self-instructional materials referred to in the report might be used by course members either at the Centre or before they arrived at the Centre for preparatory training. The Director agreed to look into these suggestions. In conclusion, the Committee agreed to take note of Miss Beh's interesting and comprehensive report.

10.2 Instructional Materials Project

A paper by Mr Moller on this topic (see Annex 16) was discussed. A number of questions were raised in connection with section B of the report (the country by country summary), which could probably best be dealt with administratively at the Centre.

The useful suggestion was made that certain course members' assignments might be used as the basis for the development of instructional materials.

With regard to Mr Moller's travel plans, Dr Binh reported that there was a proposal for a changed curriculum in English in Vietnam and this might make it preferable for Mr Moller to postpone his visit to Saigon. She would discuss the latest position with Mr Moller at the May Seminar.

10.3 Teacher Education Program

The Committee considered a report on TEP (see Annex 17) prepared by Mr William Owen.

The Director read part of a letter from Mr Edwin Corneluis to Mr Owen about a delay in the revised version of the TEP Materials:

> "Reluctantly I must report that WERA, Inc. has not moved ahead with preparation and production of a revised version of the TEP materials. For one thing, the decision was made long ago to wait for AIR's final report before proceeding with major production efforts; it seemed unwise to move without the benefit of feedback from the global tryouts. Also, of course, there has been a matter of balancing the question of the substantial further investiment in re-doing films, etc., with the prospect of sales of the finished product. It has appeared likely that AID would not have funds to support purchase of the product in their overseas programs, and USOE has had a curtailment of funds for domestic projects.
>
> So far as I know, the AIR final report has never been turned in, or, at least, it has never been released by AID.
>
> These things are by way of explanation for the fact that WERA, Inc. has not moved into final production. The fact is that we have not done any further work on the materials and no plans exist at the present time for action in the near future."

The Director enquired whether member countries would still be interested in trying out the TEP Phonology Course. The answers were as follows:

Indonesia was still willing to go ahead with the tryout provided she could obtain financial and personnel assistance from outside for the tryout.

Malaysia and Vietnam would like to have further discussions with their own Ministries.

Thailand confirmed the answer given in the questionnaire that she would need outside financial and personnel assistance.

11. RELC JOURNAL

The Director, RELC, informed the members of the Committee that 1,500 copies of the first issue of the RELC Journal would be printed. She further stated that the first issue would be a double issue and would include 17 papers that had been presented at the Seminar on "New Developments in the Theory and Methods of Teaching and Learning English" which was held in Singapore in June 1969.

Distribution of the first issue would be free and a subscription form would accompany each copy.

Ministries of Education in SEAMEO countries would receive six copies of the first issue and three free copies of subsequent issues.

SEAMES would receive twelve copies of the first issue and two free copies of subsequent issues.

Members of the Coordinating Committee and Chairmen of the National Committees would receive free single copies of each issue of the Journal.

The problem of arranging payment in certain SEAMEO countries was raised; it was suggested that the publishers be asked to prepare a paper for the Director, RELC, outlining their proposals concerning the distribution of the Journal in SEAMEO and non-SEAMEO countries.

Members of the Committee were asked to submit a mailing list of prospective subscribers which should include universities, colleges professional TESL/TEFL organizations, National Organizations and selected secondary schools in their countries. The mailing list with an upper limit of one hundred prospective subscribers should reach RELC not later than 30th April 1970. The upper limit could be waived under special circumstances.

A number of additional points about the RELC Journal were then read by the RELC Director for the information of Coordinating Committee

i) The Journal will be published by Oxford University Press (East Asia Branch).

ii) The first issue should be out in mid-May.

iii) It is planned that subsequent issues be dated April and October.

iv) A number of articles have already been received for the second issue. Some short news item - say up to 1,000 words - would be welcome e.g. on NELC in Indonesia, national seminars in Laos and Thailand. All contributions should reach the editor by 1st June.

v) The Editor will have a meeting with members of the Editorial Advisory Board of the RELC Journal (see Annex 18) present in Bangkok during the May Seminar.

vi) Details of the first issue and proposals for the second issue will be circulated shortly to the members of the Coordinating Committee.

vii) Lists of names of recipients of the first issue should be submitted to RELC by 30th April.

viii) Some copies may be distributed through the book trade at an appropriate price.

12. COMMUNICATION CHANNELS

12.1 Between RELC Staff and Ministers/Ministries of Education

As it was not appropriate for staff to write to Ministers/Ministries of Education, it was agreed that the words "RELC Staff" be amended to RELC Director.

To ensure speedy attention to letters from RELC to the Ministers, the following procedures as suggested by the Coordinating Committee are to be adopted:

i) Indonesia

Copies to be sent to:

a) Coordinating Committee Member

b) Jth Sdr Kepala,
Biro Hubungan Luar Negeri,
Departemen P & K,
Djl. Tjilatjap 4,
Djakarta,
Indonesia.

ii) Laos

Copies to be sent to:

a) Coordinating Committee Member

b) Chef de Bureau des Relation Exterieures,
Ministre de l'Education Nationale,
Vientiane, Laos.

iii) Malaysia

Copy to be sent to:

Coordinating Committee Member

iv) Philippines

Copy to be sent to:

Coordinating Committee Member

v) Singapore

Copy to be sent to:

Coordinating Committee Member

vi) Thailand

Copies to be sent to:

a) Director of External Relations,
Ministry of Education,
Bangkok,
Thailand.

b) Coordinating Committee Member

c) Mrs Mayuri Sukwiwat,
Secretary of National Committee for
Coordinating Committee RELC,
English Language Centre,
4th Floor, Chemistry Building,
Rama VI Road,
Bangkok 4,
Thailand.

vii) Vietnam

Copies to be sent to:

a) Coordinating Committee Member

b) Director of the Foreign Relations Service,
SEAMES Office,
Ministry of Education,
Saigon,
Vietnam.

12.2 Between RELC Staff and Coordinating Committee Members

All correspondence regarding the above should be channelled through the Director, RELC.

12.3 Between RELC Staff and National Committee Members

Copies of all correspondence should be sent to the members of the Coordinating Committee under separate cover.

13. ANY OTHER MATTERS

Director, RELC, informed members that the Centre had been presented with a number of typewriters with specialized keyboards, such as the phonetic alphabet and very large letters for materials for young learners. The Centre would very much like to have typewriters with keyboards of the following alphabets: Lao, Thai and Vietnamese. Such typewriters would be extremely useful to course members from Laos, Thailand and Vietnam who choose to write assignments which require reference to be made to words etc. in their own languages.

These typewriters if received could be considered as contributions from the various governments.
A request was made that the Director, RELC, write formally to the Ministers of Education concerned on this matter.

14. DATE AND PLACE OF NEXT MEETING

It was agreed that should there be an urgent need for an additional meeting of the Coordinating Committee, it be fixed tentatively for September 22nd to 25th 1970 either in Vietnam or Malaysia.

Director, RELC, however informed members that, if there were not many important policy matters to be discussed, the understanding would be that such a meeting would not be necessary. Members would be informed well in time. If no September meeting were held the Eighth Coordinating Committee Meeting would take place in June 1971.

Annex 1

Agenda

1. Report

2. First Director of permanent RELC
   - Singapore Education Minister's nomination

3. Fifth SEAMEC Conference Resolutions concerning RELC

4. Finalizing procedures in respect of RELC professional staff recruitment w.e.f. July 1970:

   a) Job descriptions
   b) Service terms and conditions
   c) Recruitment scheme
   d) Staff rules and directives
   e) RELC letter accepting nomination from a SEAMEO government

5. Control of published or reproduced materials:

   a) Action subsequent to adoption of policy at Sixth Meeting
   b) Proposed procedures for the implementation of stated policy (RELC working paper)

6. a) Proposed RELC activities, July 1970 - December 1971
   b) Estimated RELC support profile, July 1970 - June 1971

7. Matters relating to RELC training programme:

   a) Third 4-month training course, August - November 1969
      - internal evaluation
   b) Fourth 4-month training course, January - May 1970
      - progress report
   c) Fifth 4-month training course - confirmation of dates
   d) Australian Government Scholarship awards and selection procedures
   e) First steps towards implementing external evaluation procedures

8. Regional Seminar on English Language Testing, 25th - 30th May 1970:

   a) Programme
   b) SEAMEO delegates and other participants
   c) Provisional arrangements

9. Status reports:

   a) Library and Information Centre
   b) Instructional materials project
   c) TEP

10. RELC Journal:

   a) Confirmation of nominations to the Editorial Advisory Board
   b) Mailing list for the first issue

11. Communication channels:

   a) Between RELC staff and Ministers/Ministries of Education
   b) Between RELC staff and Coordinating Committee members
   c) Between RELC staff and National Committee members

12. Any other matters

13. Date and place of next meeting

Some Resolutions passed at the Fifth SEAMEC Conference, Kuala Lumpur, for the Information of the RELC Coordinating Committee

RELC

1. The Council approves the final draft of the Agreement between the Government of Singapore and SEAMEO regarding the Regional English Language Centre;

2. The Council adopts the final draft of the RELC Constitution;

3. The Council, having taken cognizance of the delayed commencement of the construction of the permanent RELC, approves the extension of the interim operational period of RELC to 31st December 1971 and instructs the Secretariat to seek additional financial support as required from USG for the period July 1970 - December 1971;

4. Taking into account the interests and regional character of RELC, the Council approves the following recommendations of the Coordinating Committee:

   a) That SEAMEO member countries contribute to RELC programmes by assigning suitably qualified personnel to fill RELC professional staff positions;

   b) That assignment to RELC be considered an extension of service from the home country and be in accordance with the assignment terms and conditions of service as recommended by the Coordinating Committee;

   c) That salary, allowances and cost of travel actually paid by SEAMEO countries to personnel assigned to RELC be counted (at US dollar equivalent of local currency payments) as part of the non-USG support of RELC total project costs underwritten by the Government of Singapore;

   d) That the initial staffing plan, salary scales, staff recruitment procedures and staff rules for the permanent RELC as contained in document SEAMES/P6/CC6/AX9 be adopted.

Re RELC professional staff assignment terms and conditions

Report: There was considerable discussion on the item "Assignment Terms and Service Conditions of Professional Staff" on pages 11, 12 and 13 of the document SEAMES/P6/CC6/AX9, in particular the obligations of agencies of governments who assign professional staff to serve in RELC. Some member countries of SEAMEO such as Malaysia and Thailand raised the point that some of the proposed obligations of the governments assigning staff to RELC are contrary to the existing Civil Service regulations in force in their countries, such as:

> "Home government/agency shall be responsible for any medical/dental and other privileges normally enjoyed by the specialist."
>
> and
>
> "Throughout his appointment period at RELC, the staff member shall continue to be paid home country salary, and allowances where applicable, by the respective home government/agency."

It was suggested that assignment of a staff from a SEAMEO country to RELC, which is an educational project created by the seven member countries under the SEAMEO Charter, be considered an extension of service from the home country in the interest of the Organization. The Conference recommended that each SEAMEO Ministry of Education request its government to amend or waive its Civil Service regulations with regard to assignment of professional staff to serve in RELC and that the government accept the terms and conditions proposed by the Coordinating Committee of RELC as stated on pages 11 and 12 of the document SEAMES/P6/CC6/AX9.

A point was raised with regard to the medical benefits to be provided for the professional staff assigned to RELC. It was possible that a member country was not providing free medical benefits to its own government officers. Assuming that this member country assigned one of its government officers to serve in RELC, it might not be able to undertake to provide the officer with free medical benefits. It was suggested that if the government of a SEAMEO country assigning an officer to serve in RELC does not provide free medical benefits for its officer under the terms and conditions of service prevailing in its country, RELC or the staff member concerned should consider taking out insurance policies which will provide medical benefits to the staff member when he is taken ill.

The Malaysian delegation raised a query with regard to the use of the terms "assignment" appearing in pages 11, 12 and 13 of the document SEAMES/P6/CC6/AX9. An explanation was given to the effect that when a government assigns an officer to serve in RELC, the government will continue to pay the salary and other emoluments of the officer. RELC does not pay any salary to the assigned officer but will pay a top-up allowance to the assigned officer as stated on page 12 of the above-mentioned document.

The Vietnamese delegation raised a question about the accommodation provided for a professional staff member assigned to RELC (see p. 13 of document SEAMES/P6/CC6/AX9). The Singapore delegation explained that a professional staff member assigned to RELC is not compelled to live in the quarters provided by RELC. He is free to live at any place he desires.

Reorganization of SEAMES

1. The function of the Director will be redefined to include a strong emphasis on fund raising;

2. The Assistant Director I (Funds), whose change of title from Assistant Director I is recommended for approval, shall have the primary function of assisting the Director in fund-raising;

3. The duties of the Financial Officer, whose change of title from Business Manager is recommended for approval will also be redefined to include administration and custody of funds;

4. The Asian Fund-Raising Consultant will be retained;

5. The Project Directors will be requested to reorientate their activities to give more support to public relations and fund-raising activities.

Funding of Regional Projects

1. The Conference supports the creation, wherever necessary and possible, in each SEAMEO member country of an ad hoc national committee on fund raising and the Conference agrees to the proposed role and activities of the national committees;

2. The governments of SEAMEO member countries should do everything possible to support the local fund-raising efforts; e.g. the possibility of amending local tax regulations to allow donations to be wholly exempted from tax, and assisting in developing contacts, establishing lists of prospective donors;

3. The Conference adopts the new definition of the special funds components as proposed by SEAMES;

4. The Conference directs the SEAMES Director to explore the feasibility of creating an endowment/trust fund to ensure the funding of scholarships for SEAMEO regional projects on a continuing basis.

New SEAMES Director

At this Fifth SEAMEC Conference, General Netr Khemayodhin of Thailand was unanimously elected SEAMES Director for the term of office from 20th January 1970 to 7th February 1971.

SEAMES AFFAIRS

Liability policy and insurance scheme

1. The Council authorizes SEAMES to take out a liability accident insurance policy covering injury on SEAMES premises for about US$220 premium per annum for an amount of US$10,000 per person or US$30,000 per accident and advises all regional centres to take out similar liability policy cover;

2. The Council authorizes SEAMES to take out the health plan as offered by the Bangkok Christian Hospital. The premium involved should be met in full by SEAMES. The regional centres are advised to take out similar health insurance for staff members and trainees whose home governments or sending agencies have made no such provision for them.

Note:

The Committee on SEAMES Affairs recommended that SEAMES take out for its staff the health plan offered by the Bangkok Christian Hospital for an annual premium of US$37 per staff member to be paid for entirely by SEAMES (Vide Appendix B of Working Paper MC5/WP/8). The personal accident plan was rejected

by the Committee. The Committee also recommended that regional centres also take out health insurance policy for those members of the staff and trainees whose home governments or sending agencies had made no such provision for them. To ensure that trainees and staff were covered by the insurance, it was suggested that this clause be inserted in the letter of offer of scholarship/appointment. If such insurance cover was not taken prior to the arrival at the regional centres, the Centre Directors should do so and deduct the premium from the trainees' allowances or the staff members' salaries.

Terms and conditions of secondment

1. Member countries are requested to consider favourably the assignment of their officials to RELC as an extension of service in the home country in accordance with the RELC recommendations;

2. Member countries are requested to study whether or not home salaries paid to seconded/assigned officials should be counted against the country's contribution to SEAMES. SEAMES is to prepare a memorandum on this subject for the consideration of the next SEAMEC Conference in May.

Job Descriptions of Professional Staff

Title: Specialist in Linguistics (Theoretical Linguistics)

Duties:

a) To conduct courses, seminars and tutorials in theoretical linguistics, with emphasis on phonological and syntactical theory and on contemporary English studies.

b) To advise and/or supervise persons undertaking research projects and/or assignments under the aegis of the Centre in the general area of theoretical linguistics.

c) To initiate, promote and/or undertake research in the general linguistic problems of the SEAMEO region.

d) To serve as consultant and adviser to SEAMEO countries in linguistics and allied problems and programmes.

e) To undertake any other duties in the professional field or in areas of general responsibility which may be determined by the Director.

Qualifications:

a) Personal:
Candidates should possess an excellent command of spoken and written English and should be in good health.

b) Professional:
Candidates should be holders of a post-graduate qualification in linguistics.

c) Experience:
Teaching experience at the university level, and proven ability to undertake successful research are desirable.

Title: Specialist in Linguistics (Applied Linguistics I)

Duties:

a) To conduct courses, seminars and tutorials in language analysis and description, and contrastive analysis and description, and in the application of linguistic data to language teaching.

b) To advise and/or supervise persons undertaking research projects and/or assignments under the aegis of the Centre in the general area of applied linguistics.

c) To initiate, promote and/or undertake research in

1. analysis and description of the languages of the SEAMEO region, and comparative studies of these languages and English;

2. the application of linguistic theory and data to the development of language teaching methods and materials.

d) To serve as consultant and adviser to SEAMEO countries in applied linguistics and allied problems and programmes.

e) To undertake any other duties in the professional field or in areas of general responsibility which may be determined by the Director.

Qualifications:

a) Personal:
Candidates should possess an excellent command of spoken and written English and should be in good health.

b) Professional:
Candidates should be holders of a post-graduate qualification in linguistics.

c) Experience:
Candidates should have had professional experience in applied linguistics. Proven ability to teach and to undertake research is desirable. Preference will be given to candidates who have had experience with languages of the Southeast Asian region. Knowledge of at least one Southeast Asian language will be an advantage.

Title: Specialist in Linguistics (Applied Linguistics II)

Duties:

a) To conduct courses, seminars and tutorials in applied linguistics with special reference to situations that obtain in the SEAMEO area, and as related to the teaching of English.

b) To advise and/or supervise persons undertaking research projects and/or assignments under the aegis of the Centre in the general area of applied linguistics and sociolinguistics.

c) To initiate, promote and/or undertake research in applied linguistics in the SEAMEO region with particular focus on the socio-cultural context of second and foreign language teaching and learning, primarily in respect of English Language.

d) To serve as consultant and adviser to SEAMEO countries in applied linguistics, sociolinguistics and allied problems and programmes.

e) To undertake any other duties in the professional field or in areas of general responsibility which may be determined by the Director.

Qualifications:

a) Personal:
Candidates should possess an excellent command of spoken and written English and should be in good health.

b) Professional:
Candidates should be holders of a post-graduate qualification in linguistics.

c) Experience:
Candidates should have had professional experience in sociolinguistic research and teaching. Preference will be given to candidates with previous experience in the Southeast Asian area.

Title: Specialist in TESL/TEFL (Methodology)

Duties:

a) To conduct courses, seminars and tutorials in TESL/TEFL methodology and allied subjects;

b) To advise and/or supervise persons undertaking research projects and/or assignments under the aegis of the Centre in TESL/TEFL methodology and allied fields.

c) To initiate, promote and/or undertake:

1. surveys and studies of language teaching methods and techniques current in the SEAMEO region;

2. evaluations of the effectiveness of current methods and techniques, and of new developments in methodology as applicable within the region;

3. research aimed at development of more effective TESL/TEFL methods suitable for use in the region.

d) To serve as consultant and adviser to SEAMEO countries in TESL/TEFL methodology and allied problems and programmes.

e) To undertake any other duties in the professional field or in areas of general responsibility which may be determined by the Director.

Qualifications:

a) Personal:
Candidates should possess an excellent command of spoken and written English and should be in good health.

b) Professional:
Candidates should be holders of a post-graduate qualification in linguistics, TESL/TEFL, or an allied field.

c) Experience:
Candidates should have had experience in teaching at the university level. Preference will be given to candidates with experience in teaching English in one of the countries of the region, or to candidates who have been connected with TESL/TEFL training programmes in the area. Proven ability to undertake successful research is desirable.

Title: Specialist in TESL/TEFL (Reading and Writing)

Duties:

a) To conduct courses, seminars and tutorials in the methodology and techniques of the teaching of reading, composition and literature.

b) To conduct practical courses in improvement of reading and writing skills for RELC course members.

c) To advise and/or supervise persons undertaking research projects and/or assignments under the aegis of the Centre in the theory and practice of the evaluation, selection and preparation of instructional materials for teaching reading, composition and literature.

d) To initiate, promote and/or undertake:

1. surveys and studies of programmes and materials in the reading and writing of English in SEAMEO countries;

2. evaluation of utility and effectiveness of programmes and materials in the reading and writing of English, with special reference to the needs of the SEAMEO region;

3. research in the preparation of instructional materials in reading and in composition.

e) To serve as consultant and adviser to SEAMEO countries in the evaluation, selection, preparation and utilization of programmes and materials for reading, composition and literature.

f) To undertake any other duties in the professional field or in the areas of general responsibility which may be determined by the Director.

Qualifications:

a) Personal:
Candidates should have an excellent command of spoken and written English and should be in good health.

b) Professional:
Candidates should be holders of a post-graduate qualification in linguistics, TESL/TEFL, or an allied field. A first degree in English literature is desirable.

c) Experience:
Candidates should have teaching experience at the primary or secondary level, and at teacher training level as well. Experience in the preparation of reading and composition materials is highly desirable.

Title: Specialist in TESL/TEFL (Oral English)

Duties:

a) To conduct courses in English phonology, techniques of teaching pronunciation, language laboratory techniques and related subjects.

b) To organize and conduct programmes for the improvement of oral English skills as required by persons attending course at the Centre;

c) To advise and/or supervise persons undertaking research projects and/or assignments under the aegis of the Centre in the general areas of English phonology, teaching of pronunciation, and language laboratory methods and techniques.

d) To initiate, promote and/or undertake

1. surveys and studies of techniques and materials for teaching oral English, with special reference to language laboratory techniques and related areas;

2. evaluation of techniques, materials and programmes for teaching oral English, with special reference to the needs of the SEAMEO region;

3. research in the preparation of oral English materials, with emphasis on language laboratory materials.

e) To be the professional member of staff in charge of the language laboratory audio materials, and to supervise the work of the language laboratory assistant.

f) To serve as consultant and adviser to SEAMEO countries in the general area of audio materials and their utilization.

g) To undertake any other duties in the professional field or in areas of general responsibility which may be determined by the Director.

Qualifications:

a) Personal:
Candidates should have an excellent command of spoken and written English, and should be in good health.

b) Professional:
Candidates should be holders of a post-graduate qualification in phonetics, applied linguistics, or an allied field.

c) Experience:
Preference will be given to candidates with experience in TESL/TEFL programmes in the region. Ability to undertake successful production of instructional audio materials is highly desirable.

Title: Specialist in TESL/TEFL (Instructional Materials)

Duties:

a) To conduct courses, seminars and tutorials in the theory and practice of the evaluation and preparation of syllabuses and instructional materials.

b) To advise and/or supervise persons undertaking research projects and/or assignments under the aegis of the Centre in the evaluation, and preparation of TESL/TEFL syllabuses and instructional materials.

c) To initiate, promote and/or undertake:

1. surveys and studies of syllabuses and instructional materials currently used in the teaching of English in SEAMEO countries, and in the identification of needs of the region and member countries in respect of instructional materials;

2. evaluations of the effectiveness of current instructional materials, and of materials proposed for use in the region;

3. research in the preparation of instructional materials for the teaching of English in SEAMEO countries.

d) To serve as consultant and adviser to SEAMEO countries in the evaluation, selection, preparation and utilization of instructional materials and in the preparation and evaluation of syllabuses.

e) To undertake any other duties in the professional field or in areas of general responsibility which may be determined by the Director.

Qualifications:

a) Personal:
Candidates should have an excellent command of spoken and written English, and should be in good health.

b) Professional:
Candidates should be holders of a post-graduate qualification in linguistics, TESL/TEFL or an allied field.

c) Experience:
Candidates should have teaching experience at the university or equivalent level and also, desirably, at the secondary or primary level. Experience in the preparation of materials for the teaching of English is necessary; previous experience in the SEAMEO area is desirable.

Title: Specialist in Psychology and Learning Theory
(Programmed materials and language testing)

Duties;

a) To conduct courses, seminars and tutorials in language learning theory, and in programmed instruction techniques and language testing, with emphasis on the production of materials suited to situations found in the region;

b) To advise and/or supervise persons undertaking research projects and/or assignments under the aegis of the Centre in language learning theory and in the theory and practice of programmed instruction and language testing.

c) To initiate, promote and/or undertake:

1. surveys and studies of instructional programmes in the SEAMEO region, with special reference to programmed instruction techniques and testing materials.

2. research in the preparation of programmed instructional materials and tests of various kinds, relevant to the needs of the region.

d) To serve as consultant and adviser to SEAMEO countries in programmed instruction and language testing.

e) To undertake any other duties in the professional field or in areas of general responsibility which may be deterined by the Director.

Qualifications:

a) Personal:
Candidates should have an excellent command of spoken and written English and should be in good health.

b) Professional:
Candidates should be holders of a post-graduate qualification in linguistics, TESL/TEFL, psychology or education.

c) Experience:
Candidates should have teaching experience at the primary or secondary level and at the teacher training level. Training and/or practical experience in the preparation of testing and programmed instruction materials is essential.

Title: Specialist in Audio-Visual Aids

Duties:

a) To conduct courses in the preparation and use of audio-visual aids in the teaching of English.

b) To advise and/or supervise persons undertaking research projects and/or assignments under the aegis of the Centre in the theory and practice of evaluation, selection and preparation of audio-visual materials.

c) To initiate, promote and/or undertake:

1. surveys and studies of audio-visual materials in use in SEAMEO countries, with a view to determining needs and requirements;

2. preparation of audio-visual materials for use in the region, with emphasis on the use of inexpensive materials.

d) To supervise technical staff appointed to assist in audio-visual materials preparation and to be responsible for all aids and specialized equipment belonging to the Centre.

e) To serve as consultant and adviser to SEAMEO countries in the evaluation, selection and preparation of audio-visual aids and materials for TESL/TEFL programmes.

f) To undertake any other duties in the professional field or in areas of general responsibility which may be determined by the Director.

Qualifications:

a) Personal:
Candidates should have an excellent command of spoken and written English and should be in good health.

b) Professional:
Candidates should hold a university degree and should have had training or experience in audio-visual aids. Graphic ability and a TESL qualification will be advantageous.

c) Experience:
Candidates should have had teaching experience in audio-visual aids in teacher training or similar institutions. Demonstrated ability to devise and produce effective audio-visual materials for language teaching is essential. Teaching experience at primary or secondary level is desirable.

Title: Specialist in Research Design and Programme Evaluation

Duties:

a) To initiate, promote and/or undertake:

1. projects in the evaluation of programmes of English teaching and English teacher training, including internal and external evaluation of RELC training programmes;

2. design, preparation, and administration of research programmes and evaluation instruments to assess the effectiveness of such programmes.

b) To maintain a continuing programme of internal and external evaluation of RELC programmes.

c) To serve as consultant and adviser to SEAMEO countries in the design and preparation of programmes and instruments for evaluating the effectiveness of training.

d) To provide statistical and other specialized assistance to RELC staff members, course members, and SEAMEO member countries in test development and validation, experimental research design, data analysis, information storage and retrieval procedures, and related activities.

e) To conduct courses, seminars and tutorials on learning psychology, programme evaluation, and related subjects.

f) To supervise and/or advise on research projects and/or assignments undertaken under the aegis of the Centre, including supervision of the TEP tryout and follow-up.

g) To undertake any other duties in the professional field or in areas of general responsibility which may be determined by the Director.

Qualifications:

a) Personal:
Candidates should have an excellent command of spoken and written English, and should be in good health.

b) Professional:
Candidates should be holders of a post-graduate qualification in psychology, tests and measurements, or a related field. A qualification in statistics is essential.

c) Experience:
Candidates should have a strong background in educational research and in the evaluation of educational programmes. Experience in test construction and experimental design, and some knowledge of computer utilization are also required. Training and/or experience in TESL/TEFL would be a definite advantage.

Professional Staff Recruitment Scheme

1970

July	a) RELC will notify Coordinating Committee members of vacant professional staff positions to be filled at RELC. At this time job descriptions and SEAMEC approved terms of assignment will be sent to the Coordinating Committee member together with names of nationals of that country who are known by RELC to be qualified for certain posts.
	b) RELC will also request non-SEAMEO governments/ agencies extending technical assistance to RELC to consider assigning to RELC professional staff members for posts not filled by candidates from member countries.
August - September	c) Procedures will be set up by the Ministry of Education in each SEAMEO country for considering potential candidates with the participation of the Coordinating Committee member.
15th October	d) The Coordinating Committee member will advise RELC of names of candidates who are considered to be qualified and available. By this date all names should reach RELC.
31st December	e) RELC will make final selection and will submit names of selectees to the Coordinating Committee members concerned who will inform their respective Ministers of Education accordingly. An Acceptance Form and the terms of assignment will be forwarded at the same time.
	f) In the event that no SEAMEO country candidate is found suitably qualified to fill a RELC position, non-SEAMEO governments/agencies shall immediately be informed of the unfilled position and invited to fill such position as technical assistance to RELC.

1971

15th January	g)	The Minister of Education will make a formal nomination to RELC.
March	h)	Signed Letters of Acceptance from SEAMEO countries should reach RELC not later than a specified date.
1st December	i)	Appointment will take effect from this date.

Annex 4

Extracts from a Statement of Policy on Control of Published or Reproduced Materials

The Coordinating Committee for the Regional English Language Centre has issued a policy statement on the control of published or reproduced materials. Relevant extracts from the statement are given below for the information of course members.

The Preamble

In order to clarify a possible area of misunderstanding, RELC wishes to state its policy concerning use and control of research materials or data, reports of investigation or research, assignment papers, and other written or recorded materials produced by personnel associated with the Centre during the time of their association.

RELC is an institution which fosters and supports original research and investigation in applied and theoretical linguistics, language learning theory and methods, language use and development, and related fields. It wishes to maintain policies consonant with the general practice of educational institutions.

The section relating to materials produced by course members

The special assignments presented by course members in part fulfilment of the requirements of their course remain the property of RELC, which retains copyright control. The intent of this policy, which is in accord with standard educational practice, is of course not to deny to the author the right to further development, use or publication of his work. The intent, rather, is two-fold:

a) To permit RELC to control and maintain the standard of work which may be published under its aegis; and

b) To permit RELC freely to make available these assignments to other course members, researchers and interested persons.

In implementation of this policy, the following guidelines are established:

a) Copyright control of all assignments completed by course members is retained by the Regional English Language Centre.

b) The course member will furnish a minimum of three copies of his assignment to RELC, one of which is to be sent to the Ministry of Education of the course member's home country and two of which are to be retained by RELC and made available to other course members, researchers and interested persons.

c) Additional reproduction, in whole or in part, and distribution of assignment papers is at the option and discretion of RELC.

d) Permission to quote or otherwise utilize material from the assignments will be freely granted, provided proper acknowledgement in standard form is made.

e) Permission may also be given to the course member who wishes to reproduce or publish the work contained in his assignment, either in original or revised form, provided:

i) that proper acknowledgement is made to RELC;
ii) that RELC approve the work in the form intended for reproduction or publication;
iii) that the right of RELC to reproduce and distribute the original work is in no way limited; and
iv) that any additional requirements of RELC are met.

f) RELC reserves the right to make and to retain copies of research or investigation data, in whatever form recorded, and to make this material freely available at the Centre. The course member retains and may freely utilize the original data.

January 1970

(The form is to be completed in duplicate. One copy is to be retained by the former course member)

STATEMENT BY FORMER RELC COURSE MEMBER

In consideration of having completed the four-month intensive course, September - December 1968, at the Regional English Language Centre, Singapore, I hereby assign to the Centre my Copyright in such papers and works written by me in the course of fulfilling the requirements for the award of the Certificate in Teaching English as a Second/Foreign Language in December 1968.

Signature .....

Name .....
(block letters)

Country .....

Date .....

Witnessed by .....
(signature)

.....
(name in block letters)

(The form is to be completed in duplicate. One copy is to be retained by the former course member)

STATEMENT BY FORMER RELC COURSE MEMBER

In consideration of having completed the four-month intensive course, February - May 1969, at the Regional English Language Centre, Singapore, I hereby assign to the Centre my Copyright in such papers and works written by me in the course of fulfilling the requirements for the award of the Certificate in Teaching English as a Second/Foreign Language in May 1969.

Signature .....

Name .....
(block letters)

Country .....

Date .....

Witnessed by .....
(signature)

.....
(name in block letters)

(The form is to be completed in duplicate. One copy is to be retained by the former course member)

STATEMENT BY FORMER RELC COURSE MEMBER

In consideration of having completed the four-month intensive course, August - November 1969, at the Regional English Language Centre, Singapore, I hereby assign to the Centre my Copyright in such papers and works written by me in the course of fulfilling the requirements for the award of the Certificate in Teaching English as a Second/Foreign Language in November 1969.

Signature .....

Name .....
(block letters)

Country .....

Date .....

Witnessed by .....
(signature)

.....
(name in block letters)

Proposal for Administration of Policy on RELC Publications

A proposal statement of RELC policy on control of published or reproduced materials was submitted for the consideration of the Sixth Meeting of the Coordinating Committee for the Regional English Language Centre, October 1969. This meeting requested that a working paper be prepared to outline measures for implementation of this policy. Instead of discussing this one topic on an ad hoc basis, however, it seems preferable to consider more generally the administration of policies on RELC publications, with a view to establishing long-range working procedures on a permanent basis in respect of RELC publications. The following proposals are offered with this aim in mind.

It is proposed:

A. That the Coordinating Committee of RELC constitute the policy-making body in respect of all RELC publications.

B. i) That an RELC Board of Editors be established, constituted as follows:

1. Director of RELC, Chairman
2. Publications Officer of RELC (when appointed) Managing Editor
3. Editor of the RELC Journal
4. Editor of the RELC Newsletter
5. Any other member of the RELC staff designated in future to hold the position of Editor of an RELC publication or series of publications

ii) The Director of RELC, as Chairman, has the right to co-opt additional members to the Board of Editors as and when the need arises.

C. That the Coordinating Committee empower the RELC Board of Editors to recruit professional consultants (honorary) as the occasion may arise. These individuals will be selected with the aim of obtaining the services of scholars representing all the countries of the SEAMEO region and of non-SEAMEO

countries involved in RELC activities, as well as representatives of the various relevant professional disciplines.

D. That the duties and responsibilities of the above-mentioned groups be as follows:

1. The Coordinating Committee of RELC, as the policy-making body in respect of RELC publications will be responsible for determining publications policy and for monitoring the implementation and administration of this policy. Members of the Committee will inform and advise the Board of Editors on publications matters relevant to the interests and needs of their respective countries and of the SEAMEO region. Committee members will be kept closely informed of the activities and decisions of the Board of Editors.

2. The Board of Editors will have primary responsibility, vested in the Chairman or as delegated by him, for implementation and administration of all RELC publications policy as determined by the Coordinating Committee, for maintenance of proper professional standards of RELC publications, and in general for all administrative decisions relevant to RELC publications. The Board of Editors is empowered by the Coordinating Committee to set up Editorial Advisory Boards in respect of any RELC publication. In this connection, it should be noted that an Editorial Advisory Board for the RELC Journal has already been established. The Board of Editors is to be responsible for editorial policy following guidelines established by the Coordinating Committee, for coordinating RELC publishing activities, for final determination of content and format of publications, and for control of copyrights held by RELC at present or in future.

3. The Professional Consultants will be invited to evaluate the quality, relevance and timeliness of materials being considered for publication under RELC auspices, to suggest topics for the consideration of the Board of Editors or of editors of specific RELC publications, and in general to offer professional advice and counsel useful for the maintenance and improvement of standards of RELC publications.

E. That General Guidelines for Procedures be established as follows:

1. In general, procedures for the implementation and administration of RELC publications policy will be the responsibility of the Board of Editors. However, the following guidelines are offered for the consideration of the Coordinating Committee, and if approved, will be considered procedural policy, subject to the contingencies of future requirements.

2. Publications. RELC currently publishes the RELC Newsletter and the RELC Journal. It is expected that publication of these two periodicals will continue on a regular basis, and that other publications, of various kinds, will be produced in future. The chief criteria of publication will be two-fold:

   i) utility and interest of the publication for the SEAMEO region; and

   ii) adherence to high professional standards.

   The responsibilities of RELC are primarily regional, but not narrowly so. It is hoped that RELC publications can offer to scholars of the SEAMEO region a vehicle by which their work can be brought to the attention of the international academic community, and conversely, by which the work of the international community can be made available to scholars of the region.

3. Editorial assignment and responsibility. A member of the RELC professional staff may be appointed by the Director to be editor of an RELC publication or series of publications. As such, he assumes editorial responsibility for that publication or series, and becomes a member of the Board of Editors. It is intended that this individual, as editor, be given considerable latitude in the fulfilment of his responsibilities; i.e. that the Board of Editors concern itself with the broader responsibilities of coordination, review, and general policy implementation, rather than with the details of individual publications, and thus maintain a healthy diversity and broader range of effort.

4. Procedures on use of RELC copyright materials. According to stated policy, RELC retains copyright control of assignment materials prepared by RELC students in partial fulfilment of the requirements of their course, and of materials prepared by staff members as part of their assigned duties at RELC. Administration of this copyright control is to be vested in the Board of Editors. Permission to reproduce RELC copyright materials in any form can be granted only by the Board of Editors, which also has the responsibility of determining the conditions under which the permission will be granted.

This permission can be assumed granted in cases of brief quotations, provided that proper acknowledgement is made, and also in cases of limited reproduction for experimental use in classrooms or similar purposes when the materials are not offered for public sale.

In cases where such materials are to be published for general distribution and/or sale, or are to be in any manner reproduced for general distribution and/or sale, permission of the RELC Board of Editors is required. This request may be made by the author, or by other parties interested in the publication, and the request should specify details of publication and distribution, e.g. number of copies to be produced, manner of production and distribution, purpose for which intended, and relevant financial details. The Board of Editors will make a decision on the individual case. Approval for publication or reproduction may be given without qualification, or may be given contingent on meeting certain requirements, e.g. the Board of Editors may require revision to be made in order that standards of RELC publication are met, may set conditions of the use of distribution of the materials, or may specify certain financial considerations if the publication is to be offered for sale. In all cases, proper acknowledgement of RELC must be made. The general intent of RELC administration in these cases is to facilitate the dissemination of these materials, not to limit it, while at the same time maintaining acceptable standards. As holder of the copyright, RELC may itself publish materials of this kind, in either original or revised form, singly or incorporated in other publications, or grant permission for

reproduction or publication. In cases where very limited reproduction is requested (e.g. microfilm copies requested by individuals or institutions), RELC will respond entirely on its own initiative. In cases, however, where more extensive reproduction is contemplated, the author of the work will be contacted; he will be asked for his opinion and concurrence, will be given the opportunity to make revisions prior to publication. The opinions and wishes of the author will be given serious consideration, without however prejudicing the rights of RELC as copyright holder.

5. Royalties and other income from publications. Income derived from the sale of publications produced as part of the official activities of RELC (e.g. in the current instance, the RELC Journal) will accrue directly and entirely to RELC. This applies also to advertising revenue from publications.

The determination of compensation to authors whose work is published by RELC will be made by the Board of Editors, who will make the determination in each individual case in the light of current established practice. The compensation, if any is to be offered, may be in the form of a specified fee, or royalties, or a combination of both.

Special consideration needs to be given to the question of income derived from the sale of work produced by RELC students as course assignments or by RELC staff members as part of their assigned duties. According to policy, RELC retains copyright control over such work. However, RELC believes that authors should share in the benefits that may be derived from the sale of their work. For this reason, in those cases where income may be expected from the sale of such works, the Board of Editors will arrange for an apportionment of income between the author and RELC, either in the form of a fixed fee to the author or a percentage of royalties, or a combination of both. Lacking a background of experience in the matter at the moment, the Board of Editors will make decisions in individual cases with the expectation of formulating a modus operandi on the basis of precedent.

Whatever agreements are reached will be stated in the form of a contract agreement between RELC and the author.

6. Procedures for production shall be the responsibility of the Board of Editors. Various methods of production are feasible, depending on circumstances; e.g., RELC may itself publish certain items, or it may enter into an agreement with commercial publishers. The Board of Editors, on the basis of progressive experience, will formulate more precisely procedural details, including determination of a general schedule of production and distribution costs for materials of various kinds and in various quantities, which will form part of reports by the Board of Editors to the Coordinating Committee.

RELC Interim Operational Programme
Proposed Activities, 1st July 1970 - 30th June 1971

		Remarks
1.	Training programmes: Conduct two successive 4-month courses, each for 21 key people from SEAMEO member countries.	Four training courses will have been concluded by June 1970: First 4-month course, September-December 1968 Second 4-month course, February-May 1969. Third 4-month course, August-November 1969. Fourth 4-month course, January-May 1970.
2.	Regional seminar and special meeting: Hold one regional seminar and one special regional committee meeting, if required.	Five regional seminars will have been held by June 1970: Regional Seminar on the Development of RELC, Singapore, September 1967. Regional Seminar on the Training of English Language Teachers, Singapore, April 1968. Regional Seminar on the TEP Tryout at RELC, Singapore, October-November 1968. Regional Seminar on New Developments in the Theory and Methods of Teaching and Learning English, Singapore, June 1969. Regional Seminar on English Language Testing, Bangkok, May 1970.
3.	Library and Information Centre Activities: 3.1 Continue to arrange for exchange of materials with organizations and institutions dealing with TESL and TEFL.	Response to RELC invitation to exchange materials continues to be most encouraging. At present more than 80 organizations and institutions have exchange arrangements with RELC.

	Remarks
3.2 Establish reporting system for up-to-date record of TESL/TEFL research and special programmes, planned or under way in the region.	Procedures for implementing reporting system have been established. 9 reports have come from the Philippines and 1 report has come from Singapore. Effective liaison between National Committees and RELC staff is required.
3.3 Develop an inventory of TESL/TEFL institutions courses and personnel resources within the region.	Questionnaires on Institutions/Organizations/ Associations and on Personnel in SEAMEO countries conducting TESL/TEFL and/or linguistics courses, programmes and research have been drawn up and will be sent out to appropriate individuals and institutions for completion and return.
3.4 Assemble, organize and prepare for printing and distribution bibliographies of TESL/TEFL studies completed to date in the region.	This will depend on the responses to 3.2 and 3.3 from which data must be drawn.
3.5 Continue to procure volumes, periodicals and other instructional materials.	The library has a collection of 5000 items. More than 100 periodical titles are being received through purchase, gift or exchange. There are 281 reels of tape, 128 records, 86 filmstrips, 20 microfilms. A catalogue of books available in the library will soon be available for distribution. Monthly accessions lists are being produced.
4. Publications:	
4.1 Publish quarterly Newsletter	Eight issues will have been published by June 1970.
4.2 Publish bi-annual professional journal.	First issue should be out by April 1970.

	Remarks
5. Research:	
5.1 Continue to evaluate and improve training courses at RELC to ensure that the RELC training programme meets the needs of member countries; also provide guidance and technical assistance for carrying out evaluation at the national level.	Development of evaluation procedures began during the first 4-month course. Included were written evaluations by the professional staff, and three specially designed questionnaires completed by course members. Diagnostic tests to cover subject matter were prepared for subsequent courses. These questionnaires and tests are constantly being revised to increase their effectiveness. Research with new instruments is being planned in order to improve the diagnostic qualities of the instruments used. Trial procedures for evaluation at the national level have been set up in each country. Implementation of these procedures is now in progress.
5.2 Assist with the tryout and evaluation of the TEP phonology course if requested by member countries, subject to the availability of funds and personnel. Further develop the TEP phonology course as required. Determine the feasibility of developing other sections of TEP for use in member countries after their revision by the producers of TEP and as required.	Thirty-nine supplemental lessons containing 156 exercises on problem sounds in various member countries are in the final stages of preparation. TEP phonology course and appropriate supplemental lessons can be used by member countries as soon as the revisions by the producers of TEP are received.
5.3 Initiate questionnaire studies and other surveys of specific TESL/TEFL problems in the region.	A comprehensive survey through questionnaire of the existing English teaching situation in SEAMEO countries was made in June 1967. Surveys of more specific problem areas and research priorities will be based on information gathered by the questionnaires described in 3.3.

		Remarks
	5.4 Prepare plans for trial of new approaches (other than TEP) to language instruction and training of language teachers.	There was a tryout on a small scale of oral materials prepared by a Singapore ex-course member (first 4-month course) for non-English medium schools in Singapore. The evaluation of this material indicated that it was quite useful. Materials produced by several RELC course members are now being used, in some cases on a wide scale in member countries.
	5.5 Develop an inventory of research needs and priorities for the region	Questionnaires have been prepared to gather specific information on past and on-going research in the region (see 3.3). These questionnaires will be sent to member countries in the near future. Analysis of the responses, further surveys as required, and development of an inventory will follow.
	5.6 Conduct research to determine the validity of the TESL/TEFL Skills Inventory for teachers in member countries.	It is possible that this project will begin during the current year, but it will certainly carry over into next year.
6.	Instructional materials:	
	6.1 Continue to procure texts, aids and other TESL/TEFL instructional materials from within and outside the region.	This is a permanent feature of RELC activities. Governments and publishers of SEAMEO and non-SEAMEO countries have continued to make generous contributions of materials (see also 3.5).
	6.2 Develop an inventory of materials used in the region for English teaching and training teachers of English with a view to determining the needs of the region.	A questionnaire will be prepared for distribution to SEAMEO countries. Cooperation of National Committees and Ministries will be required. Malaysia has already made a substantial contribution by submitting descriptions of materials available in that country.
	6.3 Plan an analysis of the situation for submission to the Coordinating Committee with proposals for instructional materials projects.	This is subject to availability of professional staff and the training load at the Centre.

		Remarks
7.	Public relations and fund-raising:	
	7.1 Continue to broaden professional contacts and publicise RELC activities.	
	7.2 Continue fund-raising: communicate with possible donors; travel where necessary.	An RELC Building Fund Committee was appointed by H.E. Minister for Education, Singapore, in July 1969. Generous pledges and donations to the Fund have been received from private individuals and business companies.
8.	Permanent RELC:	
	8.1 Continue to monitor the construction of permanent RELC.	Foundation stone was laid by H.E. Minister for Education, Singapore on 29th November 1969. Piling work was completed in February 1970. Construction work is due to complete by December 1971.
	8.2 Continue to prepare lists of and procure equipment, furniture and other commodities.	
	8.3 Prepare job descriptions of all categories of service staff for the permanent RELC.	
	8.4 Prepare documents (forms and procedures) for the administration of all departments of permanent RELC and the International House.	

	Remarks
8.5 Recruit RELC professional staff for permanent RELC in accordance with procedures laid down by the Coordinating Committee. 8.6 Arrange for appointment of staff.	
9. Coordinating Committee meeting: Convene one RELC Coordinating Committee meeting.	

Date: February 1970

Annex 7

Proposed Schedule of RELC Activities
July 1970 - December 1971

1970

17th Aug - 12th Dec	Fifth four-month course.

1971

4th - 23rd Jan	RELC staff prepare proposed objectives and outline syllabuses for 10-month, 4-month and 3-month training courses (permanent RELC period).
1st Feb - 28th May	Sixth four-month course.
14th - 19th June	Regional Seminar: a) TESL/TEFL research needs and priorities of the SEAMEO region. b) RELC training programme (1972 - 1976). Proposed participants: i) leading professional people in SEAMEO countries concerned with research and training; ii) RELC staff; and iii) specialists from within and outside the SEAMEO region. Proposed venue: Singapore.
22nd - 25th June	8th Coordinating Committee meeting to consider regional seminar recommendations and other matters.
July - October	Professional a) Conduct research on data collected from SEAMEO countries concerning training facilities, instructional materials and linguistic studies. Make recommendations to the Coordinating Committee.

1971

July - October

Professional (cont'd)

b) In accordance with the Coordinating Committee recommendations work out procedures for the implementation of RELC research projects.

c) In accordance with the Coordinating Committee recommendations work out details for the implementation of RELC training programme (10-month, 4-month and 3-month courses).

d) Prepare information bulletins for the SEAMEO region.

e) Expect archive and semi-archive materials to arrive from world-wide sources. Collate and catalogue such materials.

f) May conduct short training courses for English teaching personnel assigned to member countries.

(At least two RELC professional staff members will be due for home leave between July and September 1971)

Administrative (involving professional staff)

a) Work closely with Architects on the final stages of construction of the 16-storey RELC building.

b) Finalize lists of, procure and prepare inventories of equipment (general, research and instructional), furniture and furnishing items, supplies and other commodities for all areas including International House.

c) Finalize and prepare for printing all documents essential for efficient operation of all RELC departments and International House.

d) Prepare for recruitment and appointment of service staff (all categories).

e) Finalize recruitment of professional staff for appointment w.e.f. 1st December or 1st January.

f) Launch intensive publicity for RELC and International House (brochures, leaflets, etc.). Begin accepting booking of rooms, conference areas, etc.

November - December	a) Furnish and equip all areas in permanent RELC.
	b) Finalize recruitment of all categories of service staff.
	c) Move from interim RELC to permanent RELC.
	d) Arrange for RELC and International House to be operative as from 1st January 1972.

Support Profiles

RELC Support Profile, 1st July 1968 - 30th June 1969

	S'pore Govt. Contribution	US Govt. Contribution	UK Govt. Contribution through S'pore Govt.	Other Sources	Remarks
	US$	US$	US$	US$	
(1) Central Project Office					
a. Salaries	*15,400	34,101.40	+20,400	70	*Salary of research assistant, local support costs of 2 specialists from UKG and salaries of 3 watchmen, 1 gardener and 1 cleaner +Cost of 2 profl. specialists
b. Operational Costs	*25,200	17,778.89			*Interim RELC with furniture, maintenance of building, grounds and furniture, utilities, housing for 4 staff members including renovation and maintenance
c. Staff Travel		6,122.38	50		
d. Equipment		10,862.94	+16,150		+16-booth language laboratory, other AV equipment and special office equipment
c/f	*40,600	68,865.61	36,600	70	

	S'pore Govt. Contri-bution	US Govt. Contri-bution	UK Govt. Contri-bution through S'pore Govt.	Other Sources	Remarks
	US$	US$	US$	US$	
b/f	*40,600	68,865.61	36,000	70	
e. Instructional Materials		**7,169.08	4,000	6,530	**Of this, US$5,000 was price of books and aids received by RELC and ordered direct by USAID
f. Visiting Lecturers and Specialists			350	1,892	
(2) Regional Seminars (2)		13,972.43	1,386	++7,426	++Cost of travel and perdiem of 10 participants who presented profl. papers at June seminar 1969 paid from other sources
(3) Coordinating Committee Meetings (2)		7,807.41			
(4) Training Scholarships		33,913.60			
(5) Newsletter and Bulletin		880.46			
(6) Contingency		2,897.23			
US$	*40,600	**135,505.82	42,336	15,918	*Many forms of S'pore Govt. contribution such as TV and radio publicity, substantial support services of Ministry of Education, dollar input at regional meetings, consultant service from Govt. sources have not been included

**This does not include cost of 2 profl. specialists and a project development officer.

Note: (1) The Support Profile is based on actual expenditure or, in the case of goods received and services rendered, based on market value.

(2) The 10-month TEP tryout at RELC (Feb. - Nov. 1968) was given substantial support from the beginning by the US Govt. through the American Institutes for Research contract services and by all the SEAMEO countries who sent research counterparts on home salaries. The Singapore Government support to the tryout included two full-time research counterparts for a 12-month period and seventeen experienced teachers, each working full-time on TEP for periods of three months. The dollar equivalent input for the TEP tryout is treated separately and not included in this Support Profile.

RELC Support Profile, 1st July 1969 - 30th June 1970

1. Under an agreement signed on 7th May 1969 by the Singapore Government, the US Government and SEAMES, the US Government provided US$130,000 to meet the major part of the RELC operational budget of the current financial year. The allocation is as follows:

Salaries	US$47,640
Operational costs	10,060
Staff travel	5,000
Seminars	10,000
Coordinating Committee meetings	8,000
Training Scholarships	43,300
Newsletter and Journal	3,000
Contingency	3 000
	US$130,000

The US Government is also supplying two specialists on the professional staff.

2. The Government of Singapore continues to provide the physical plant, maintenance of building and furniture, utility services, custodial services (3 watchmen, 1 gardener and 1 cleaner), local salary support to three professional specialists from UK, a research assistant, subsidised housing for three professional specialists, and valuable services of legal and other professional consultants.

3. The UK Government has increased its contribution of professional specialists from two last year to three this year.

4. The Australian Government is offering three scholarships to be awarded to course members from SEAMEO countries in the fourth four-month

course, January - May 1970. The terms of the awards, similar to those of SEAMEO Scholarships, cover travel, tuition, subsistence and books.

5. SEAMEO member countries and other governments, including Australia and New Zealand, contribute generously in the area of library materials. Numerous educational institutions, professional organizations, international bodies, publishers and linguistic circles are also making valuable contributions in building up the Centre's library collection.

RELC Support Profile, 1st July 1970 - 30th June 1971 (Estimated)

	S'pore Govt. contribution	US Govt. contribution	UK Govt. contribution through S'pore Govt. and Other Sources
	US$	US$	US$
1. Central Project Office			
a. Salaries	44,400	50,400	41,000
b. Operational costs	35,000	13,400	5,000
c. Staff travel		6,000	
d. Instructional materials	2,000		8,000
e. Visiting lecturers and specialists			2,000
2. Regional Seminars and Special Meetings		14,000	7,000
3. Coordinating Committee Meeting (1)		4,000	
4. Training Scholarships		40,300	3,000
5. Research Fellowship		2,500	
6. Publications including quarterly Newsletter		3,000	
7. Contingency		3,000	1,000
Total	81,400+	136,600*	67,000

+Many forms of Singapore Government contribution such as TV and radio publicity, substantial support services of Ministry of Education, dollar input at regional meetings, consultant services from Government sources have not been included.

*This does not include cost of specialists on the professional staff.

February 1970

Evaluation of the Third Four-Month Training Course
August - November 1969
by
William B. Owen
RELC Specialist in Evaluation and Testing

Evaluation is a necessary part of any educational program, in order to assess the results of and to improve that program. This is even more true of an institution like RELC, where course members come from several different countries, and with widely varying backgrounds. This committee has made provision for evaluation and evaluation is a continuing process at RELC. Recently, trial procedures were developed for the external evaluation of RELC training programs by each of the member countries, and that is the subject of another paper at this meeting. The purpose of this paper is to summarize for you the internal evaluation of the third four-month training course, held at RELC from August to November 1969.

The evaluation procedures used during the third four-month course were essentially the same as those used during the second course. Since those were described in detail at the last meeting of this committee, I shall only briefly summarize them here. They consisted of:

1. Questionnaires completed by the course members.

2. Short achievement tests administered by the professional staff at the end of a particular course of study.

3. Administration of the English Proficiency Test Battery at the beginning and at the end of the four-month course, and

4. Evaluation by each member of the professional staff of his own area of responsibility as well as the entire course.

The course members filled out three questionnaires during the course. The first questionnaire was completed on the first day of the course and simply asked for educational background information. It allowed the staff to assess the appropriateness of the RELC course offerings in terms of the previous course work or practical experience of course members, and in some cases permitted the staff to modify sections of courses accordingly.

The second and third questionnaires were given at the middle and end of the course respectively. These two questionnaires were very similar in content. They asked for evaluations or comments on appropriateness of course objectives, expectations of the course members in regard to the course, value of each subject

studied, and general organization and scheduling, as well as general living conditions, eating and recreational facilities, and so on. Many suggestions from the mid-course questionnaire were implemented during the last half of the course. Other changes suggested in both questionnaires have been made for the fourth course.

After the course had ended, each member of the RELC staff prepared a report presenting their opinions on the effectiveness of the course as a whole, on the individual subjects, based on their experiences in lectures, seminars, and tutorials, and on the special projects completed by the course members. These reports are on file at RELC, and are summarized later in this report.

As I reported to the committee at the last meeting, each RELC lecturer developed appropriate achievement tests for the various subject areas during the second four-month course. During the third course, these tests were refined and others added. In addition a test of English aural and reading comprehension, the English Proficiency Test Battery, has been obtained from Great Britain, and was used as a pre- and post-test in the second and in the third four-month course.

Results of Questionnaires completed by course members

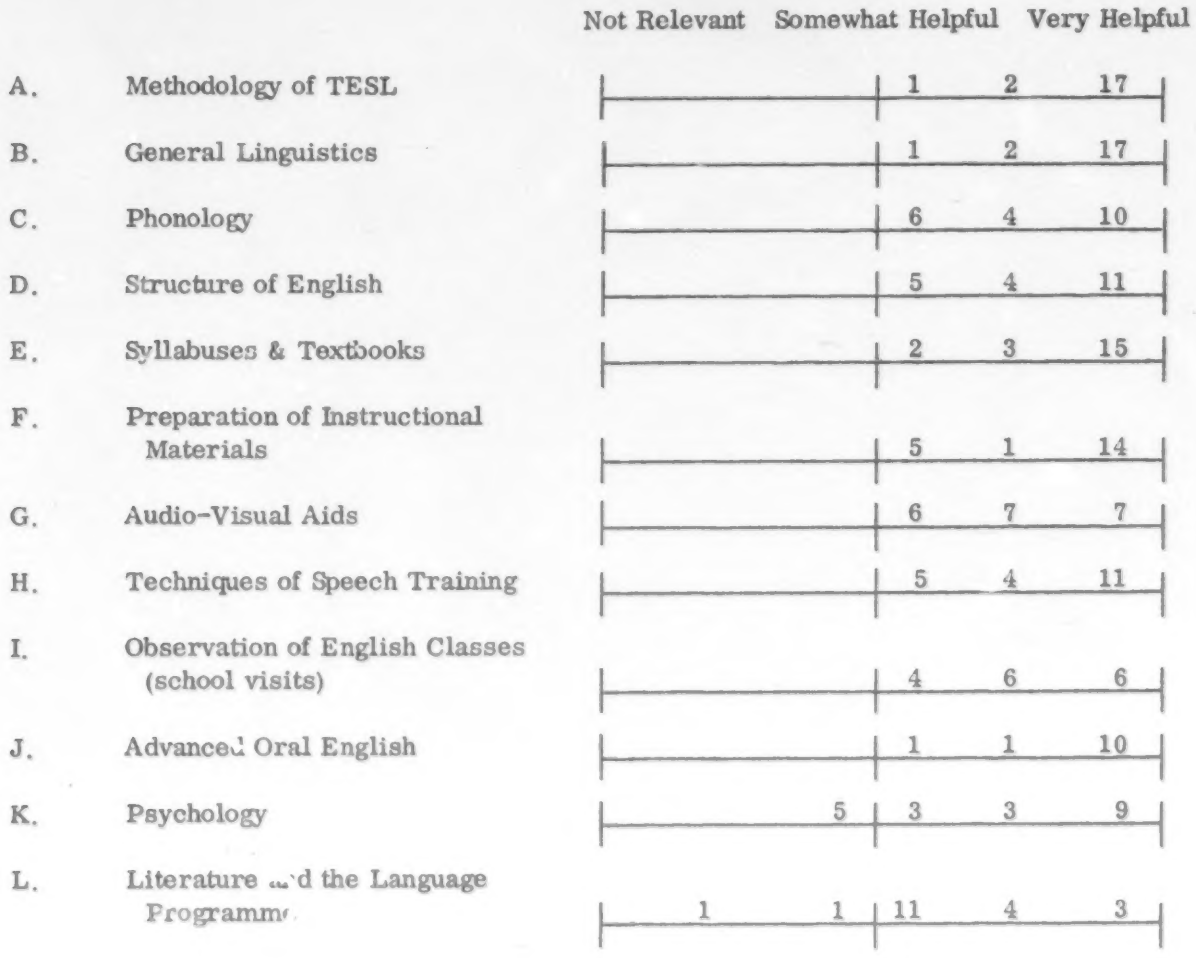
The background questionnaire administered on the first day of the course again indicated a wide range in the background of the course members. Some held post-graduate degrees from major universities abroad while others had attended only local institutions. Sixteen of the twenty course members had previous training in phonetics and fourteen in linguistics. Only four had had prior training in psychology and testing, or in language laboratory techniques, however. These are merely examples of the differences that were found throughout the questionnaire, both among overall background of the course members and among their experience with specific subjects.

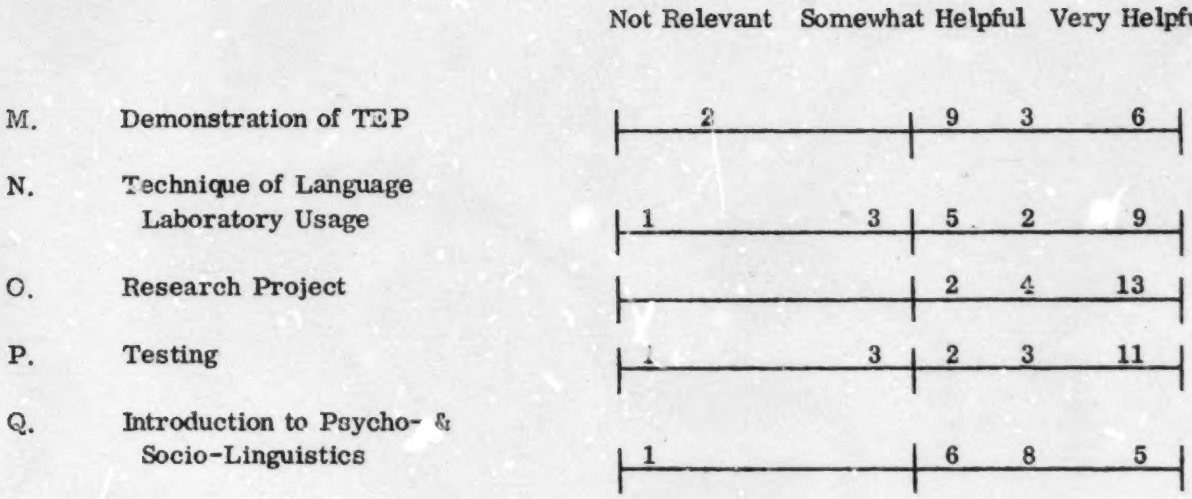
The second and third questionnaires were administered on 9th October and 27th November, respectively. These questionnaires were similar in content, and the responses were very similar as well. I shall therefore summarize the results of both these questionnaires together.

Responses to the first question indicated that before coming to RELC, the course members had expected to receive a course in TESL/TEFL, and that they felt they had received such a course. Thirteen course members thought that teachers would benefit most from the RELC course, while ten felt that supervisors would benefit most (it should be noted that course members were free to list as many categories as they wished in answering this question). Eighteen members felt the course had given them what they wanted, while two felt that it was interesting but not

especially helpful professionally. They felt the planning of the course was sound, and nineteen indicated that they felt more adequate to do their work after completing the course. Thirteen course members would have preferred more practical work, the same number felt that there were too many lectures during the course, but only six said that there were not enough seminars and practical classes. Seventeen members indicated that their personal contacts with RELC staff had been very satisfactory.

Course members rated each of seventeen subjects separately on the basis of how helpful it would be to another four-month course member in the same line of work. A continuous scale was used ranging from "Not Relevant" to "Very Helpful". The midpoint was labeled "Somewhat Helpful". A frequency distribution of these ratings is given below.


Not Relevant
Somewhat Helpful
Very Helpful
A. Methodology of TESL 1 2 17
B. General Linguistics 1 2 17
C. Phonology 6 4 10
D. Structure of English 5 4 11
E. Syllabuses & Textbooks 2 3 15
F. Preparation of Instructional Materials 5 1 14
G. Audio-Visual Aids 6 7 7
H. Techniques of Speech Training 5 4 11
I. Observation of English Classes (school visits) 4 6 6
J. Advanced Oral English 1 1 10
K. Psychology 5 3 3 9
L. Literature and the Language Programme 1 1 11 4 3



Only four courses were rated not relevant, each by only one course member. "Methodology of TESL", on the other hand was rated very helpful by eighteen course members, "General Linguistics" by seventeen, and "Syllabuses and Textbooks" by fifteen. In general, the ratings were highly favorable. Many comments were made by the course members in clarification of their ratings. Most of these comments tended to indicate a desire for more practical work.

Asked about present scheduling of classes and arrangements for research assignments, most course members indicated that they were satisfied with the way things were, although several helpful suggestions were given for improvement.

The last section of these questionnaires dealt with general living conditions. The usual number of pros and cons emerged but nine of the non-Singapore course members stated that they felt future course members from their countries would find the housing "about right". Most course members indicated that food was no problem, and that facilities for recreation and entertainment were satisfactory.

English Proficiency Test Results

The English Proficiency Test Battery (EPTB) was administered to the course members on the first day of the course, and again during the last week of the course. The mean score on the EPTB at the beginning of the course was 42.5. At the end of the course the mean score was 45.3. Both scores are above the test mean score, and the increase from pre- to post-test was 2.8 points. This increase represents a gain of almost one-half standard deviation.

The EPTB was designed to test the language problems of speakers of English as a second or foreign language. It was designed to test these problems in areas of performance rather than in points of contrast between languages. Due to the difficulties involved in constructing and using tests of language production, the EPTB concentrates on comprehension and listening. The standard mean score

of the short version of the EPTB is 40 and the standard deviation is 6. Studies in the United Kingdom have indicated that a student who scores less than 36 on this test would not ordinarily have sufficient proficiency in the English language to enable him to profit from university level work in an English medium institution.

Only one of the third four-month course members scored below the cutoff score of 36 on the pre-test, and his proficiency had increased sufficiently during the course to enable him to score above the cutoff on the post-test. All course members improved their score from pre- to post-testing, and one member's score increased by eight points, or more than one standard deviation. Both the pre- and post-test mean scores were above the test mean score which is based on overseas students studying in universities in the United Kingdom.

Professional Staff Evaluation

The professional staff at RELC were unanimous in their feeling that the third four-month course was quite satisfactory in almost all aspects Two of the staff had worked on all three of the RELC courses, and both commented that the third course was the best so far, and that it was better organized than either of the first two.

The staff felt that the course members for the third course were outstanding, particularly with respect to their individual friendliness, their sense of group spirit, and the ease with which rapport was established between staff and course members, both individually, and as a group. The course members were extremely well motivated, and spent long hours in the library, the language laboratory, and in conference with professional staff members, to insure that they left RELC with as much additional learning as possible. The staff felt that the course members were very responsive to the materials and ideas presented to them, whether it was in lecture, seminar, tutorial, or simply in informal discussion. The individual assignments done by the course members were felt to be of an overall high standard, with some truly outstanding pieces of work resulting from their efforts. Overall, the professional staff rated the course members very highly, and felt that this was to some extent due to a more careful selection of course members by the member countries.

The professional staff felt that the scheduling of the third four-month course was good, although some small changes were still needed. Among those items suggested for further study were the scheduling of school visits by the course members for demonstration classes, and the overall question of seminars, when they should be held, what they should cover, etc. The school visit schedule has been revised for the fourth course, and the question of seminar form and planning is under consideration by the staff for possible revision.

In general, the evaluation of the third four-month course by the members of the RELC professional staff was highly favorable. All was not perfect, but on the whole, the staff was happy with the course.

Recipients of Letters of Merit

RELC Third Four-Month Course August - November 1969

	Course Member	Assignment
1.	Mr Ho Wah Kam (Singapore)	The guided approach to written composition, with one year's materials for Secondary One (English-medium schools) in Singapore.
2.	Mr Chia Siew Hock (Singapore)	An investigation into language use among Secondary Four pupils in Singapore - A pilot project.
3.	Miss Tongbai Chittamongkol (Thailand)	Reading materials for final year students in Business Schools in Thailand.

Names and Qualifications of Course Members
Fourth Four-Month Course
January - May 1970

Country	Name	Qualifications
Indonesia	Mr Umar Munawar	Diploma majoring in English (PGSLP/A, Indonesia)
		Diploma majoring in English (B.I. English Course, Indonesia)
		B.A. majoring in English (FKIP. Indonesia)
		Diploma in the Teaching of English as a Second Language (E.L.I., Victoria University, N.
	Mr M. Donie	Diploma in Teacher Training (SGA) in Bandjarmasin Indonesia
	Mr Boedi Hartojo	Diploma majoring in English (BI English Course, Magdang, Indonesia)
	Mr Teras Mihing	Diploma majoring in Mathematics (P.G.S.L.P.; KKPS, Indonesia)

mes and Qualifications of Course Members
Fourth Four-Month Course
January - May 1970

Qualifications	Designation
Diploma majoring in English (PGSLP/A, Indonesia) Diploma majoring in English (B.I. English Course, Indonesia) B.A. majoring in English (FKIP. Indonesia) Diploma in the Teaching of English as a Second Language (E.L.I., Victoria University, N.Z.)	Assistant Supervisor, Junior Secondary School, Inspectorate, South Sulawesi Province, Makassar.
Diploma in Teacher Training (SGA) in Bandjarmasin Indonesia	Teaching Staff, SMP, Negeri VII Bandjarmasin.
Diploma majoring in English (BI English Course, Magdang, Indonesia)	Teaching Staff, SMA, Negeri Magelang.
Diploma majoring in Mathematics (P.G.S.L.P.; KKPS, Indonesia)	Teaching Staff, SMP, Negeri Kuala Kapuas, Kalimantan Tengah.

Country	Name	Qualifications
Malaysia	Mr Ibrahim Bin Sihi	Certificate in Education majoring in Geography, Malay Language, English Language and Physical Education (Malayan Teachers' College, Brinsford Lodge, Wolverhampton, England)
		Certificate in Education majoring in Physical Education (Specialist Teachers Training Institute, Malaysia)
	Miss Rose Chin	B.A. majoring in English (University of New England, Australia)
		Diploma in Education majoring in Psychology (University of New England, Australia)
	Mr V. Shanmugam	B.A. majoring in History and Geography, (English Language only in First Year) (University of Malaya, Singapore)
		Diploma in Education, (University of Malaya, Singapore)

Qualifications	Designation
Certificate in Education majoring in Geography, Malay Language, English Language and Physical Education (Malayan Teachers' College, Brinsford Lodge, Wolverhampton, England)	Secondary School Teacher, 1593A, Gong Tok Nasek, Kuala Trengganu, Malaysia Barat.
Certificate in Education majoring in Physical Education (Specialist Teachers Training Institute, Malaysia)	
B.A. majoring in English (University of New England, Australia)	Lecturer, Tanjong Lobang College, Miri, Sarawak.
Diploma in Education majoring in Psychology (University of New England, Australia)	
B.A. majoring in History and Geography, (English Language only in First Year) (University of Malaya, Singapore)	Inspector of School, Jema'ah Nadzir Sekolah, c/o Education Department, Ipoh, Perak.
Diploma in Education, (University of Malaya, Singapore)	

Country	Name	Qualifications
Philippines	Mrs Josefina F. Loria	B.S.E. majoring in English (University of Sto. Tomas, Philippines) M.A. majoring in English (University of Sto. Tomas, Philippines) Certificate in Language Teaching (University of Michigan, U.S.A.)
	Miss Bella P. Luna	E.T.C. (Philippine Normal College B.S.E. majoring in Elementary Education Teaching (Philippine Normal College) M. Ed. majoring in Teaching Readi (Elem. Ed.) (University of Hawaii)
	Mrs Cleotilde L. Fernando	B.S.E. majoring in English (Pilar College, Zamboanga City, Philippines) Certificate in Language Teaching (University of Michigan, U.S.A.) M.A. majoring in Psychology (Zamboanga A.E. Colleges, Zamboanga City, Philippines)

Qualifications	Designation
B.S.E. majoring in English (University of Sto. Tomas, Philippines) M.A. majoring in English (University of Sto. Tomas, Philippines) Certificate in Language Teaching (University of Michigan, U.S.A.)	Associate Professor III and Dean of Students, Central Luzon Teachers College Bayambang, Pangasinan.
E.T.C. (Philippine Normal College) B.S.E. majoring in Elementary Education Teaching (Philippine Normal College) M. Ed. majoring in Teaching Reading (Elem. Ed.) (University of Hawaii)	Area Supervisor, Department of Education, Bureau of Private Schools, Manila.
do B.S.E. majoring in English (Pilar College, Zamboanga City, Philippines) Certificate in Language Teaching (University of Michigan, U.S.A.) M.A. majoring in Psychology (Zamboanga A.E. Colleges, Zamboanga City, Philippines)	Assistant Professor III, Zamboanga State College, Zamboanga City.

Country	Name	Qualifications
Singapore	Mr Goh Kong Lye	Normal Training Certificate (Teachers' Training College)
	Mr Chin Pak Kim	Normal Training Certificate (Teachers' Training College) Certificate in Education (Bristol, U.K.)
	Mr Daniel J. Rajah	B.A. majoring in Economics, English Literature and Pure Mathematics (University of Malaya) Diploma in Education (University of Singapore)
Thailand	Miss Choochit Kheosomboon	Diploma in Education (Primary Teacher Training College) Diploma in Education (Secondary Teacher Training Colleg B. Ed. majoring in English (The College of Education, Thailand

Qualifications	Designation
Normal Training Certificate (Teachers' Training College)	Assistant Inspector of Schools, Ministry of Education.
Normal Training Certificate (Teachers' Training College) Certificate in Education (Bristol, U.K.)	Assistant Inspector of Schools, Ministry of Education.
B.A. majoring in Economics, English Literature and Pure Mathematics (University of Malaya) Diploma in Education (University of Singapore)	Assistant Lecturer, Teachers' Training College.
Diploma in Education (Primary Teacher Training College) Diploma in Education (Secondary Teacher Training College) B. Ed. majoring in English (The College of Education, Thailand)	Instructor, The College of Education, Bangsaen, Cholburi.

Country	Name	Qualificatio
	Miss Sopaporn Dabanan	B.A. majoring in (Chulalongkorn U Post-graduate Ce Teaching of Engl (College of Educ
	Mr Manit Suttajit	B. Ed. majoring i (The College of
	Mr Wiwat Panatnok	Diploma (Nakorn Rachasi Diploma (Chandrakasem B. Ed. majoring i (The College of Prasarnmit, Tha
Vietnam	Mr Le Anh Dung	Licencie D'Enseig majoring in Engl (Faculty of Lette Graduation Certifi in English (Faculty of Peda

Qualifications

B.A. majoring in English and Thai
(Chulalongkorn University)

Post-graduate Certificate in the Teaching of English.
(College of Education)

B. Ed. majoring in English
(The College of Education)

Diploma
(Nakorn Rachasima TTC)

Diploma
(Chandrakasem TTC)

B. Ed. majoring in English
(The College of Education, Prasarnmit, Thailand)

Licencie D'Enseignement d'Anglais majoring in English
(Faculty of Letters, Saigon)

Graduation Certificate majoring in English
(Faculty of Pedagogy, Saigon)

	Designation
Instructor, Ban Somdech Teachers' College	
Head of the English Section, Uttaradit Teachers' College.	
Instructor, Teacher Training School, Sakon Nakhon.	
High School Instructor, Cu-Chi Public High School, Cu-Chi District, Han-nghia Province.	

Country	Name	Qualifications
	Mr Ngo Truong An	B.A. majoring in English (Faculty of Pedagogy, University of Saigon)
	Mr Tran Van Dinh	Graduation Certificate majoring in Practical English and English Linguistics (Faculty of Letters, Saigon)
	Mr Pham Trong Le	Diploma of graduation majoring in English Linguistics (Faculty of Pedagogy, Saigon)
		Licencie D'Enseignement d'Anglais majoring in American English Literature and civilization (Faculty of Letters, Saigon)

Qualifications	Designation
B.A. majoring in English (Faculty of Pedagogy, University of Saigon)	High School Instructor, Hieu-Thien High School, Tay-Ninh.
Graduation Certificate majoring in Practical English and English Linguistics (Faculty of Letters, Saigon)	High School Instructor, Nguyen Trai High School, Saigon.
Diploma of graduation majoring in English Linguistics (Faculty of Pedagogy, Saigon)	High School Instructor, Vo Truong Toan High School, 11, Nguyen Binh Khiem, Saigon.
Licencie D'Enseignement d'Anglais majoring in American English Literature and civilization (Faculty of Letters, Saigon)	

RELC Fourth Four-Month Course
January - May 1970

Titles of Assignments (100 hours)

INDONESIA

1.	Mr Umar Munawar	Problems of English Teaching at the Lower Secondary (SMP) Level in South Sulawesi with Some Suggestions for their Solution.
2.	Mr M. Donie	A Four Week In-Service Course on the Use of the Ministry (SMP) Materials for Teachers in South Kalimantan, with Special Emphasis on Structure Drill, Pronunciation and Conversation Drill.
3.	Mr Boedi Hartojo	Some Suggestions for the Improvement of the Teaching of English at the Upper Secondary (SLA) Level in Indonesia.
4.	Mr Teras Mihing	A Contrastive Phonological Analysis of English and the Kapuas (Ngadju) Dayak Language.

MALAYSIA

1.	Mr Ibrahim Bin Sihi	Suggestions for the Teaching of Phonological Features of English in Lower Secondary Malay-medium Schools in Malaysia.
2.	Miss Rose Chin	The Preparation of Instructional Materials for Teaching "Significant" Items in the English Syllabus for Chinese-medium Primary Schools in Sarawak.

3.	Mr V. Shanmugam	A Study of Some of the Structural Features of English Used in Science Textbooks for Form I in Malaysian Schools.

PHILIPPINES

1.	Mrs Josefina F. Loria	Improving the Communication Skills of the Student Teachers at the Central Luzon Teachers College.
2.	Miss Bella P. Luna	A Compendium of Subject Matter Considered Essential for Specialists and Lecturers Concerned with TESL Programs, Syllabuses and Materials in Private Schools in the Philippines.
3.	Mrs Cleotilde L. Fernando	An Integrated Grammar-Reading-Writing Programme for First Year College Students at the Zamboanga State College.

SINGAPORE

1.	Mr Goh Kong Lye	An Analysis of the English Structure and Lexis in Science and Mathematics Textbooks for Primary 3 - non English-medium Schools in Singapore, with Suggested Applications of the Findings.
2.	Mr Chin Pak Kim	An Examination of the English Lexis Used in Mathematics Textbooks for Primary Classes I & II of Non-English Medium Schools in Singapore.
3.	Mr Daniel J. Rajah	A Review of General, Lexical and Structural Features of Technical Writing Used in the Teaching of Technical Subjects to Secondary One pupils in English-medium schools in Singapore.

THAILAND

1.	Miss Choochit Kheosomboon	A Suggested Syllabus Design for a Basic Linguistic Course for Students Majoring in English at the College of Education, Bangsaen, Thailand.
2.	Miss Sopaporn Dabanan	The Teaching of Writing at Higher Baw Kaw Saw Level in Teacher Training Colleges in Thailand.
3.	Mr Manit Suttajit	Techniques for the Teaching of English Tenses to Thai Students.
4.	Mr Wiwat Panatnok	Practical Phonology for Students at Teacher Training Colleges in Thailand.

VIETNAM

1.	Mr Le Anh Dung	Some Suggestions on Techniques of Teaching English Grammar in Classes of the Government Senior High Schools in Vietnam.
2.	Mr Ngo Truong An	The Preparation of an English Test (Aural and Reading Comprehension) for Students in a Public High School in Vietnam.
3.	Mr Tran Van Dinh	Techniques for the Teaching of English Pronunciation to Large Classes in a Vietnamese Junior High School.
4.	Mr Pham Trong Le	A Comparative Study of Differences between English and Vietnamese Structural Patterns of High Frequency.

First Steps Toward Implementing External Evaluation Procedures

by

William B. Owen
RELC Specialist in Evaluation and Testing

At the last meeting of this committee, a report was read concerning the planning of external evaluation procedures for RELC programmes. The initial steps for planning of these procedures were described by Dr Robert Krug of the American Institutes for Research in a paper to the fifth meeting of this body. A memorandum Ref. No. 110/RELC/IPO/1 from RELC was sent to the member countries in July 1969, requesting more detailed information on future course members' duties and on current evaluation procedures in each member country. The results of this memorandum were discussed with this committee. The committee agreed that the RELC Specialist in Evaluation and Testing should visit each of the member countries in November 1969, to advise and assist each country in setting up practicable and meaningful procedures for evaluating RELC programmes. It is the purpose of this paper to inform you of the results of that series of visits and of subsequent activities connected with external evaluation procedures.

During the month of November and the first week of December, I visited each of the member countries. On the whole, I was quite satisfied with the results of my visits. In all countries except Indonesia, where Dr Samsuri was unable to join me in Djakarta, the Coordinating Committee members went out of their way to make my visits pleasant and productive. In Indonesia, Mr Tirtopramono of the Ministry of Education exerted every effort to help me. In fact, I would say that one of the most outstanding aspects of my visits was the high degree of cooperation given by the concerned officials of each country. In every country, the Coordinating Committee member had approached various concerned officials well in advance of my visit, outlining what I was attempting to do, and scheduling appointments for me. My meetings in each country were very productive. I learned a lot about existing evaluation procedures, as well as the overall educational structure in each country. Without going into great detail, I should like now to outline the trial procedures for external evaluation of RELC programmes that were established in each country.

1. Indonesia

As a starting point for the evaluation of the RELC training program, it was agreed that the following measures would be instituted by the Ministry of Education.

1) Each returning course member will be required to submit a report

to the ministry immediately following his return from the RELC. This report will be an evaluative report on the training program.

2) Each course member will be required to write another report after he has been on the job for at least six months following completion of the RELC course. This report will relate the various aspects of the RELC course to the various aspects of his work.

3) The supervisor of each course member will submit a report on the course member's work after the course member has been back on the job for at least six months following the RELC course. If the course member is returning to the same job he held before coming to the RELC, the supervisor will be asked to compare the course member's performance before and after the RELC training.

2. The Philippines

The Philippines already has a well established personnel evaluation system. They have procedures for evaluation of classroom teaching duties, administrative duties and teacher training duties. I felt that these existing procedures might furnish all necessary evaluative information, if only they are applied on a comparative basis, either between teachers, or before - after RELC training. The National Committee members decided to design a questionnaire to be given to returning RELC course members after they have been back at work for at least six months. Until the questionnaire has been devised, each former course member will be asked to write a report, relating RELC training to his work.

3. Vietnam

The Ministry of Education decided that an approach similar to that used in Indonesia would be most appropriate for Vietnam. Each returning course member is already required to submit a report on his training at RELC. In addition, each course member will be asked to submit a report after he has been back on the job for at least six months, relating the various aspects of the RELC training programme to the various aspects of his job. The supervisor of each course member will also be asked to submit a report at this time on the course member's work.

4. Thailand

Thailand already has a personnel evaluation system. The evaluation is carried out annually, and the results of the evaluation are used to determine salary increases and promotion. It was agreed that the existing system could be used to evaluate the RELC training program, by comparing pre- and post-RELC evaluations. In addition, a questionnaire will be devised to be filled out by each course member at least six months after he returns from the RELC. If the situation permits, an interview will also be held with the course member at that time.

5. Laos

There is no formalized system of personnel evaluation in the Ministry of Education in Laos. It was agreed, however, that a series of reports such as those suggested for Indonesia and Vietnam could be obtained from returned course members and their supervisors. In addition, scores on the first-year examination will be available for the students of some teachers. These will be compared with the scores of other students for an overall, general evaluation of teaching effectiveness.

6. Malaysia

Malaysia does not yet have a formalized personnel evaluation system for returned RELC course members, but the people within the Ministry were very well-informed about the people in the schools and in the inspectorate. Mr Paul Chang, the Chief Inspector, is in the process of organizing a number of Area Professional Centres, where the headmasters of schools in an area will hold regular meetings to discuss professional matters. When these are established, they should yield quite a lot of evaluative information. Until that time, questionnaires will be sent out, requesting information concerning the effectiveness of former RELC course members who are now working in the inspectorate. In addition the course members themselves will be asked to write reports relating the RELC courses to their jobs. If they conduct teacher-upgrading courses, the teachers taking the course will be asked to submit reports on the effectiveness of the training.

The members of the Teacher Training Division have both teacher training and English teaching duties. Course member reports, supervisor reports, and reports by persons taking the teacher training courses will be obtained of the same form as those mentioned above. In addition, supervisor's reports and student grades on the year-end examinations will be used to evaluate the effectiveness of the RELC course members teaching.

7. Singapore

Singapore already has a system of personnel evaluation established. Supervisory reports are submitted on an annual basis to the Ministry and become a part of each individual's confidential file.

To summarize, some sort of evaluative procedure has been planned in each country. I have asked that copies of all information obtained be forwarded to RELC in order that possible modifications and improvements may be suggested. In addition, I have asked that samples of existing personnel evaluation forms be sent to RELC, where this is possible. It should be emphasized that these are trial procedures, and that they may need substantial modification to be optimally effective in providing necessary evaluative information. Indeed, in some cases it may be desirable to discard these initial procedures and try an entirely different approach. We are confident, however, that a good beginning has been made toward providing the information necessary for each country to evaluate the effectiveness of RELC programs.

Discussion among the RELC professional staff has resulted in the preparation of a set of guidelines for types of information to be obtained. These guidelines are attached to this paper as Appendix for your information and consideration.

Future activities are somewhat difficult to plan at this time. These activities will depend largely on the type of information obtained from the trial procedures described above, and not enough information has come in at this time to judge the efficacy of the procedures. When sufficient information is available, I recommend that the RELC Specialist in Evaluation and Testing again visit each country to assess the value of the information obtained prior to that time, and to give further technical guidance in upgrading the quality and usefulness of the information obtained. At that time, discussions should be held not only with Ministry officials, but with as many former course members and their supervisors as possible. This will allow ways to be suggested, at the source of information, to make this information as useful as possible. In addition, I recommend that other RELC professional staff members discuss evaluative matters with committee members, Ministry officials, former course members and supervisors when they visit member countries.

In conclusion, I should like to say that RELC is continuously aware of its responsibility to conduct activities which conform to the needs and requirements of member countries. Meaningful changes in our training program are contingent upon the feedback and evaluations we receive from senior officials and course participants from member countries. At the present time, evaluative

information could be obtained from first and second four-month course members. By June 1970, this information could be obtained from third four-month course members, and from fourth (present) four-month course members by December 1970. I respectfully suggest that member countries take steps to obtain evaluative information and as soon as they are able and to forward it to RELC in accordance with the procedures decided upon during my visits to the member countries and the schedule outlined above.

Guidelines for Information to be Obtained for External Evaluation of RELC Training Programs

by
William B. Owen
RELC Specialist in Evaluation and Testing

Trial procedures have been set up in each member country to obtain information which will enable the member country to evaluate the RELC training programmes. This information will necessarily vary from country to country, depending in part on the purpose of each country in sending course members to the RELC. While the information obtained is primarily for the use of the member country in judging the effectiveness of the RELC training programs in serving the purposes of that country, it is also expected that this information, or at least statements based on this information, will be passed back to the RELC. When it reaches RELC, the information will probably be accompanied by requests from the member countries to change, modify, add to, or delete from the training program, or, hopefully, a statement that RELC has done its job well, to carry on. The purpose of these guidelines is to indicate, briefly, the types of information that the RELC professional staff feel would be useful to them in their attempts to improve the training course. They are not meant to restrict, or to limit in any way the gathering of information by any member country. Indeed, they are meant only as samples of possible types of information, to be enlarged upon or expanded by each member country as it sees fit.

I. Information from former course members

In general terms, has the RELC course which you attended been valuable to you in your work since you returned? If yes, how.

To what extent do you feel more confident professionally than when you arrived at RELC?

Mention any specific approaches or techniques learned at RELC which you have made use of in your work.

Please suggest any improvements to the RELC courses and curriculum you would like to see adopted, in the light of your experience since you returned to your job.

Please give details.

When you returned from RELC,

Did you take leave?

If yes, how long? ..... months

Did you return to the same post?

If not give details of old post and your duties and details of new post and your duties.

Did you undertake any other duties of a temporary nature in the TESL/TEFL field?

If yes, please give details.

Have you participated in any in-service courses/workshops/seminars/ conferences since you returned from RELC?

If yes, were you a participant or staff member?

Please give details.

Personal Assignment

What use have you made of your assignment since your return home?

Have you followed up, developed or worked further on your assignment on your return home?

Has your assignment work been useful to other teachers?

to your institution/dept. ?

to your Ministry?

If you have answered 'yes' to any of above, please give details.

Instructional Materials

Have you or anyone else made use of the materials you worked on in the Instructional Materials project, AV course, or Language Laboratory course?

Have you or anyone else made use of the materials that any of your colleagues worked on in the Instructional Materials project, AV course or Language Laboratory course?

If yes, please give details.

Is there any action that the Ministry authorities or RELC might have taken, o information they might have given you, before you left your home that would have made your stay at RELC more profitable?

If so, give details.

II. Information from Supervisor

What have been the duties of _____ since he/she returned from RELC?

Give your general impression of whether and in what way _____ has improved in his/her work since attending the RELC course.

Can you notice any specific ways in which his/her attendance at RELC has had a salutary effect on his/her work?

Any other comments you would like to make?

It may readily be seen that the above questions are designed to elicit as much detail as possible. Detailed information is necessary if RELC is to mak any significant improvements in its training programmes. Statements such as "It was a fine experience", or "I learned a lot from the course" are very good for press releases and public relations, but offer little of value in making improvements, for this we need definite examples of which specific parts of the RELC course are being used by former course members, how they are used, and how effective they are. At the same time we need to know the parts of the course that are not being used, the reasons for this non-use, and suggestions for making these parts of the course more usable.

Provisional Arrangements

Fifth Regional Seminar
on
ENGLISH LANGUAGE TESTING
Bangkok, 25th - 30th May 1970

During the past two decades, significant changes have occurred in the field of second language teaching, both world-wide and in the Southeast Asian region in particular. The development of second language testing has regrettably not kept pace. Innovative teaching programmes have been hampered by inadequate testing instruments; learning objectives have not been determined by a genuine awareness of desirable learning outcomes but rather imposed by narrow and unrealistic examination standards. It is to be hoped that the decade of the 70's will show advances in language testing, and that this seminar will in some measure stimulate this advance.

This seminar aims to bring together some of the leading authorities on English language testing, from both within and outside the Southeast Asian region, as well as other persons seriously concerned with the development, use and administration of language tests and examinations, for the following purposes:

a) To review and assess the purposes, uses and techniques of current language testing in the Southeast Asian region;

b) To discuss relevant new approaches and techniques in language testing and their application to the improvement of English programmes;

c) To provide an opportunity for the free interchange of ideas on the solution of problems in English language testing;

d) To stimulate critical thinking and efficacious activity among professional people concerned with English language testing in the Southeast Asian region and elsewhere.

The Seminar Planning Committee proposes to organize the seminar along the following lines:

The first part of the seminar, Monday and Tuesday, will be devoted to the presentation and discussion of a number of papers of general interest to

professional people in this area. The following are some of the titles for papers that have been submitted to the Planning Committee:

1) The elements to test in language

2) The achievement test as a means of contextualizing knowledge

3) Construction of achievement tests in English at the end of primary and secondary education

4) Testing language aptitude

5) English testing for university entrance; what and how to test and what it means

Since it is presumed that all the participants are likely to be interested in topics such as those listed above, we propose that this stage of the conference be held in plenary session.

On Wednesday of the seminar, we plan to present a panel discussion of the present status and the problems encountered in English language testing in Southeast Asia today. The panel members will be professional experts from the SEAMEO member countries. This discussion will also be held in plenary session.

The remainder of Wednesday, and all of Thursday and Friday, will be devoted to workshop sessions, where the participants will be able to meet in small workgroups with expert leadership to work on one particular problem of English language testing. While each of these problems will, in all likelihood, be problems of world-wide interest, it is intended that these workshops will approach the problem from the regional point of view, i.e., "How does this particular problem affect English language testing and teaching in Southeast Asia, and how can it be solved within the Southeast Asian context?" We hope to have enough individual workshops so that each workgroup will consist of not more than eight to twelve participants. In this way, each participant should have a chance to express his views on the subject under discussion. A few of the proposed workshop topics are:

1) Techniques for eliciting oral responses in young children

2) Preparation of multiple-choice items

3) The construction of listening comprehension tests

4) Administrative problems of English language testing

5) Methods of testing listening and speaking

6) Interpretation of test results

It is not intended that attachment to one or another of the workshops should be fixed and unchanging. Participants at the seminar will be free to select any workshop they might wish to attend at any time. Nevertheless, since each workshop will be oriented toward solution of one particular problem of English language testing, it is hoped that a certain nucleus of participants will consistently attend each workshop to ensure a certain amount of continuity to the solution finding process.

Finally on the last day of the seminar, the participants will again meet in plenary session to hear the reports from the workshops.

A number of distinguished specialists from outside the region have already indicated their intention to participate in the seminar, pending the availability of financial support to cover their travel expenses and subsistence. Among those who, it is hoped, will be attending are:

Dr John B. Carroll, Senior Research Psychologist, Educational Testing Service, Princeton, New Jersey.

Dr Alan Davies, Head, Department of English, Tribhuvan University College, Kirtipur, Nepal, formerly Lecturer, Department of Applied Linguistics, University of Edinburgh.

Dr Max Gorosch, Deputh Secretary General, International Association for Applied Linguistics, Skiljevagen, Sweden.

Dr David P. Harris, Director, American Language Institute, Washington D.C.

Dr Robert B. Kaplan, Director, English Communication Program for Foreign Students, University of Southern California.

Dr Paul Pimsleur. Director, Listening Center, Ohio State University.

SEAMEO countries are sending a strong team of specialists to the seminar, and members of the RELC professional staff will also be in attendance. We expect to have over one hundred participants attending the seminar.

An exhibition of English language tests, books and other aids to the teaching and testing of English as a second/foreign language will run concurrently with the proceedings of the seminar.

Further details about the content and organization of the seminar will be issued as they become available.

Library and Information Centre

Report for the Period September 1968 - March 1970

by
Yolanda Beh
Librarian and Head of Information Centre

1. LIBRARY COLLECTION

Starting from scratch in September 1968 and with hardly a book or pamphlet to call its own, the Library in a year and a half can now proudly claim to have a collection of 4828 books, pamphlets, research reports and reference volumes of indispensable, authoritative and up-to-date works on several branches of linguistics and all aspects of language-teaching with emphasis on English teaching and learning. Textbooks and teaching materials produced and used in Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand and Vietnam as well as textbooks published in Great Britain, the United States and other countries for the use of the non-native speaker of English comprise a large part of the collection. 100 periodical titles are being currently received, and the latest issues of these periodicals are displayed on sloping shelves which slide back to reveal a year's accumulation of back numbers. Of the 100 periodical titles, 59 are sent as gift subscriptions or on an exchange basis and come not only from member countries and the U.K. and the U.S. but also from neighbouring countries as Japan, Hong Kong, India, Australia and New Zealand and as far away as Peru. Besides the printed word, materials which are not printed in the usual way but are on tape, record and film have also an important place in the Library. There are 281 reels of tapes, 128 records, 86 filmstrips and 20 microfilms. 9 reading laboratories and 2 sets of a self-instructional audio-visual course, containing books, cassettes, a cassette recorder, cards and a marking pen and ink for learning English occupy some shelves in the library. To the governments of the SEAMEO countries, the U.S. and the U.K., Australia and New Zealand and many institutions, organizations and publishers grateful appreciation is expressed for impressive contributions and continuing support to the Library.

2. LIBRARY MEMBERSHIP

At present, 18-21 course-members, 15 administrative and professional, including part-time, staff members make full use of library facilities. 16 officers from the Ministry of Education and other educational institutions

in Singapore have made arrangements to use the Library for reference and research purposes and 9 ex-Singapore course members have access to the Library.

3. LIBRARY SERVICES AND FACILITIES

Books loaned

When courses are in full swing, there is an average of 205 loans per month.

Inter-library loans

The Centre Library loaned 6 books containing background information on the use of English as a second/foreign language in Indonesia, Thailand and Japan to the Ministry of Foreign Affairs in Kuala Lumpur, and 2 assignments of course-members to the Asian Institute of Technology Library in Bangkok. 47 books on esoteric subjects which do not at present fall within the scope of the library collection or on topics relevant only to a particular assignment have been borrowed from libraries in Singapore and Malaysia for the use of staff and course-members.

Reference and information services

The demand for reference and information services is steadily increasing. Course-members who, on their very first day at the Centre, are made aware of the range of library facilities available, including reference and information services, seek assistance during their research for their assignments. There have been several requests for locating references and materials on specific aspects such as Buginese phonology, contrastive analyses of the grammatical structures of English and Vietnamese, phonology of Hokkien, education by radio, and vocabulary of mathematics and science as well as on the general aspects of the language skills of listening speaking, reading and writing. There was once a question on the meaning of an Australian aboriginal word. Whenever requests cannot be met by the contents of the Library, recourse is made to the resources of other libraries and organizations, and searches are often rewarded by the unearthing of useful materials whose existence might not have been evident before. From Western Samoa, Hong Kong, Japan, India, Sweden, Canada and the U.S. have come requests for lists of materials written for elementary pupils using English as a second language, lists of tapes and periodicals, succinct summaries on the teaching of English as a second or foreign language in Southeast Asia, names of institutions which might be interested in a research

project on assessing different methods of teaching grammatical structures in English as a foreign language and references to materials and researchers on multilingual problems in Malaysia and Singapore. The member countries also send in inquiries on a variety of problems. Some of these are concerned with language laboratories, their installation and use, suitable taped courses for use in a language laboratory, vocabulary learning in a second language and teaching materials for a particular language group. Reading lists on methods of teaching English as a second or foreign language have, on several occasions, been supplied to individuals who require them. Numerous requests for details on the Centre, its organization, functions, programme of activities and publications, and especially on its training courses, are received.

Microfilm services

A microfilm reader-printer has recently been installed in the library. This machine makes it possible and convenient to read microfilm copies of dissertations and other publications. An added advantage is the fact that a printed page of any part of the microfilm copy can be obtained for later and more detailed reference by pressing a button. With this facility, the service that the library is able to provide is greatly extended.

Photocopying services

The installation of a Xerox 720 machine in the Centre is another convenience for library users who can now obtain xerox copies of some pages from books and journals needed for bona fide research.

Books display

A walnut twin displayer which revolves easily and quietly and is placed on top of the 16-drawer steel card catalogue cabinet catches the eye, focussing its attention on new books and acquisitions. This feature is appreciated by all users of the Library.

4. LIBRARY PUBLICATIONS

Library catalogue

A catalogue of books available in the library of the SEAMEO Regional English Language Centre will be available shortly. The catalogue has been compiled to make known the resources of the library for the benefit of staff and course-members at the Centre, and, especially, for the SEAMEO

member countries. The entries in the catalogue should facilitate the location in the library of specific items needed for reading, reference and research. In addition, the catalogue is intended to keep those interested in the language-teaching, especially the English-teaching field, informed of relevant and related titles already published and to give an idea of the range of publications available for the teaching of English as a second or foreign language. It is also hoped that the catalogue would contribute to the dissemination of knowledge of English teaching methods, techniques and materials and enable inter-library loans whenever necessary and feasible.

Library accessions list

Since January 1970, an accessions list containing full details of all titles catalogued during the month has been issued every month. This list of 100-120 titles is intended to bring to the notice of all Centre Library users and all other institutions interested in the Library's holdings, recent titles available in the Library for reading and research. In addition, the list is meant to keep readers aware of publications in language-teaching, linguistics and related fields.

Library information bulletin

A brief bulletin calling notice to the installation of a microfilm reader printer and the microfilm collection has been distributed. From time to time, it is hoped to issue these information bulletins whenever it is necessary to publicise important acquisitions, added library facilities and services or other library matters of significance.

Library notes

In several numbers of the Centre's quarterly Newsletter appear notes and news on the Library's development or collection for the information of the world-wide readership of the Newsletter.

5. LIBRARY PUBLIC RELATIONS

Active cooperation with several libraries in Singapore and Malaysia and other member countries as well as in the U.S. and the U.K. is in existence, and appreciation and thanks are due to them for extending their resources and facilities to the Centre Library. Special thanks should be made to the University of Singapore Library, the Teachers' Training College Library, the National Library and the Nanyang University Library in Singapore and the University of Malaya Library in Kuala Lumpur for kindly entertaining inter-library loan requests and sending their accessions lists and other publications.

The Library is described in word and picture in the Directory of libraries in Singapore published by the Library Association of Singapore of which it is an institutional member. Short articles on the Library's activities are included in the Library Association's Newsletter. A photograph of the Library was displayed at the Festival of Books Exhibition in June 1969.

Many high-ranking government and other officials, professional people, educationists and librarians have visited the Library and expressed interest in its organization and development.

80 universities, colleges, language-teaching centres and other educational institutions have agreements with the Library whereby they receive the Centre's Seminar reports, newsletters, library accessions list and other publications, and send in return to the Library, their respective journals, research and conference reports, bibliographies, newsletters and bulletins. The response to RELC invitation to exchange materials continues to remain encouraging. The Centre's quarterly Newsletter is sent to 370 organizations, institutions, university and college departments and libraries in 33 countries and to 796 individuals in several countries of the world.

Numerous publishers continually send useful copies of their publications for addition to the library collection. Important reference works, audio-visual courses, comprising books and tapes, and also reading laboratories have been presented to the Library and these have contributed to the growth of the collection. One publisher has supplied without charge valuable reprints of scholarly articles from language and linguistics journals.

6. INFORMATION CENTRE ACTIVITIES

Questionnaire on Institutions and Personnel in SEAMEO countries conducting TESL/TEFL and/or linguistics courses, programmes and research

A survey of institutions and personnel in the SEAMEO countries conducting TESL/TEFL and/or linguistics courses, programmes and research is currently being made. For the purpose of the survey of institutions, a questionnaire has been drawn up to elicit details on the organization, aims, functions and staff of each institution. Training courses and their concomitant features, especially their content and the qualifications awarded at their conclusion, form important items in the

questionnaire. A major section is devoted to the research projects completed and being conducted in each institution. Professional activities such as seminars, workshops or conferences and publications of the institution also have a place in the questionnaire. In addition, there are questions on the library collection, services and facilities. Another questionnaire on personnel requests both personal and professional particulars of individuals who are involved in any branch of linguistics and English language teaching and research at language centres and university and college departments. A total of 494 questionnaires on institutions and 171 questionnaires on personnel have been sent out.

It is intended that the survey will result in a substantial accumulation of data on existing and projected facilities and resources in TESL/TEFL and linguistics training, research and activities which could be drawn on for the purposes of encouraging, coordinating and utilizing to the best advantage all efforts towards the improvement of TESL/TEFL in the SEAMEO countries. The collation of information on personnel should open access to the personnel resources of the region for the purposes of personnel exchanges, cooperation and coordination in the areas of research and professional activities. Hopefully, the results of the surveys will be published for the benefit and use of concerned institutions and individuals in their efforts to keep abreast and aware of professional and research activities and publications and the advancement of language education.

Reporting System for up-to-date record of TESL/TEFL research and special programmes planned or under way in the region

The reporting system is an essential and continuous activity which necessitates the cooperation of the National Committee member of each country appointed to help make the system effective. Procedures for implementing the reporting system have been established and the reporting system has been launched. So far 9 reports have come from the Philippines and 1 report has come from Singapore.

7. LIAISON WITH MEMBER COUNTRIES

In order to help with the Library and Information Centre activities, National Committee members have been appointed in each member country to request and receive materials from government departments and other institutions within the member country for transmission to the RELC Library. Other responsibilities are to collect reports of TESL/TEFL research and special programmes and to keep RELC fully informed of up-to-date developments in research and training in the TESL/TEFL field.

8. FUTURE PLANS

The Library and Information Centre hopes to develop and strengthen its reference and information services and prepare and produce bibliographies, book lists and other publications. It also looks forward to expanding and consolidating its collection of library materials and to establishing itself as a unique source for study, teaching and research in the English language which is to serve the region as a means of international communication and as a tool for education.

Instructional Materials Project

by
Alan Moller,
RELC Specialist in Instructional Materials

A brief paper on a survey of Instructional materials was presented to the Sixth Coordinating Committee Meeting.

The following action has been taken since the Sixth Meeting of the Coordinatin Committee:

a) Copies of the reviews of textbooks available in Malaysia (see para 5 of my paper referred to above) have been received from the Ministry of Education in Malaysia. The Centre is most grateful for this important corpus of information.

b) Information provided by the members of the first four training courses at RELC concerning the textbooks they use and the needs for instructional materials (as they see the situation) is being collated.

Present Situation

A. The main functions of the Specialist in Instruct Materials to date have been:

1) Major role in the tuition provided in the first four Four Month training courses. (16 months out of 20 months - September 1968 to April 1970)

2) Information gathering and consultancy visits.

3) Editing of the RELC Journal.

4) Survey and production of materials.

A number of assignments and instructional material projects completed in the training courses have been quite promising and many merit developing, trying out, and in some cases editing and printing.

B. In spite of the lack of time available for analysing the situation in detail the following progress can be reported:

Singapore - The Ministry's recommended lists and contact with Ministry officials make the position clear.

Malaysia - The reviews received from the Ministry of Education plus contacts made by staff during their visits give us a fair picture of the situation.

Laos - Information gathered during my visits has given me a clear indication of the position.

Indonesia - Information gathered during visits made by RELC staff has given a clear picture of the situation at junior secondary level but less so at senior secondary level.

Vietnam - I understand that one series of textbooks is prescribed but I have little idea as to how the books are being used.

Thailand - Insufficient information has been gathered and visits to schools need to be undertaken.

Philippines - The situation in the elementary public schools is clear, but further information on the situation in the high schools needs to be obtained.

Suggested Programme

The following proposals are made bearing in mind the functions of the Instructional Materials Section as stated above, the Centre's programmes, staff leave, and assuming no increase in the present number of professional staff before January 1972.

May 7 - 14	Visit to Vietnam to see materials in use.
	Compilation of questionnaire on Instructional Materials.
May 25 - 30	Regional Seminar. Discussion with Coordinating Committee members concerning Instructional Materials and needs in the countries.
June 1 - 10	Visits to schools in Thailand - including the provinces.

(June 11 - 30	Editing second issue of RELC Journal)
July 1 - Sept 18	Leave.
- Dec 12	Fifth training course.
Jan or Feb 1971	Visit to the Philippines.

By the time of the first Coordinating Committee meeting to be held in 1971 it should be possible to submit a preliminary analysis of findings obtained from the questionnaire, RELC course members and staff visits, and to suggest projects to be undertaken. If there should be an increase in RELC professional staff later in 1970 it may be possible to speed up the process a little and even begin work on a small project. Two areas that are in need of development appear to be

1) Reading materials for the first three years of English in TEFL countries.

2) Materials to facilitate the learning of technical subjects, mathematics and science through the medium of English.

Both could be developed for use in more than one country in the region and would be in accordance with the proposals in the Proposed Development Plan (November 1967) p. 20 para 15.

Future Action

The following points for action may be considered.

1) Cooperation in completing and returning the questionnaire when it is distributed.

2) Requests for consultancy visits by RELC staff in connection with current or proposed national programmes of instructional materials production or syllabus development.

3) Making use of staff, materials and facilities at RELC during national programmes of instructional materials production or syllabus development by sending personnel engaged in such programmes for short periods of research or materials preparation at RELC.

4) Reading Materials. Consideration could be given to organizing a competition in each country along the following lines. Individual pupils or classes at Junior Secondary and Senior Secondary levels would be encouraged to submit stories, articles, playlets, poems etc. in English for a kind of Regional magazine. Contributions could be forwarded through Ministries to RELC where selection for publicatin could be made. Small prizes could be offered.

5) A Regional Seminar in Instructional Materials for English could be planned for 1972.

March 1970

Report on the Status of TEP

by
William B. Owen
RELC Specialist in Evaluation and Testing

At the last meeting of this committee, you were brought up to date on developments of the ELS Teacher Education Program (TEP). Those developments included the preparation of a letter and questionnaire to each of the committee members by the RELC Research Unit describing RELC revisions to the phonology section of TEP, phonological problems in various member countries discovered during the formal TEP tryouts, materials required for use with the phonology section, their cost, availability, and suggestions for their use in member countries. Replies from five of the member countries had been received at that time. Malaysia and Indonesia had expressed interest in trying the phonology section of TEP in their countries, but both countries indicated that they would require outside assistance in obtaining both funds and personnel for the tryout.

Since the last Coordinating Committee meeting, Thailand has responded to the July 1969 questionnaire and those responses analyzed and added to the information from the five countries which had already replied. Thailand is also interested in a local Tryout of the TEP Phonology course, and indicated that it too would require outside assistance in locating funds and personnel. To date, only Laos has not yet replied to that questionnaire.

On the basis of that questionnaire and the results of the formal TEP tryouts in Singapore, the RELC research staff has completed thirty-nine supplemental phonology lessons containing 156 exercises. They are now being revised on the basis of comments by the RELC professional staff, and should be ready for use in tryouts in member countries in less than six weeks.

English Language Services (The producers of TEP) is currently preparing a new edition of the TEP Phonology section. The new edition will incorporate some of the corrections and changes suggested by the RELC and will include a rewritten volume on stress, pitch, and juncture. The RELC recommends that new tryouts should use the new materials. They were scheduled for publication before January 1970, but we have not yet received word of their availability. If member countries wish to try out the older edition, however, these are immediately available from the producer.

A summary of the material, personnel, approximate cost and time, and one possible schedule for a member country tryout are given below. This includes the TEP Phonology section and the supplementary RELC materials.

A. Number of hours to complete: 70 ± 10

B. Equipment and materials needed for one trainee:

1) One full-track tape recorder with half-track recording capability or language laboratory booth;

2) Materials produced by ELS:

a) Textbooks: 5 volumes (704 pages total, typed, double-spaced)

b) Answer key: 1 volume (215 pages)

c) Worksheets for 406 exercises

d) Tapes: 61 five-inch spools

3) Supplementary RELC materials (estimated):

a) Text: 100 pages

b) Answer key: 75 pages

c) Worksheets: 75 exercises

d) Tapes: 10 five-inch spools

4) Cost of materials* (excluding tape recorder):

a) ELS materials

i) Texts, Answer keys, worksheets: US$58.30

ii) Tapes: US$259.25

b) RELC materials

i) Texts: US$10.00 (estimated)

ii) Tapes: US$25.00 (estimated)

*No RELC funds are budgeted for member country tryouts of TEP. Costs would have to be borne by the member country or other non-RELC sources.

c) Shipping Charges for approximately 25 lbs. of material: US$10.00 (estimated)

It may prove feasible to buy one set of ELS tapes and make duplicates at the RELC. Sixty-one blank tapes would cost approximately US$150.00. This would be the minimum cost (there would be some cost involved in duplicating and shipping the tapes) for the ELS tapes.

d) Total costs for one set of phonology materials:

i) Printed materials: approximately US$70.00

ii) Tapes: between US$175.00 and US$285.00

iii) Shipping Charges: US$10.00 (Estimated)

C. Recommendations for member country tryouts

1) Scheduling of tryouts:

All materials (including worksheets) are reusable, so it is not necessary to obtain a set of materials for each trainee. There are many possible schedules that would be suitable. The following schedule for a tryout with eight trainees is only one possibility. Let us assume that a member country would like to try out the TEP Phonology section on eight experimental trainees. Let us also assume that the tryout would be conducted at a teacher training college equipped with a language laboratory (or other tape recorders).

a) Materials required: one complete set of TEP materials, two tape recorders.

b) Schedule:

i) The complete tryout is scheduled for 10 weeks.

ii) Trainees 1, 2, 3, and 4 start on Monday of the first week. Each trainee uses the materials for two hours each day (10 hours per week).

iii) Trainees 1, 2, 3, and 4 can be expected to finish the complete course before the end of the eighth week.

iv) Trainees 1, 2, 3, and 4 should finish with the first volume of text before the beginning of the third week.

v) Trainees 5, 6, 7, and 8 can begin the course during the third week, using the first volume of text, and second tape recorder. Allowing eight weeks for the slowest trainees to complete the course, everyone should be finished by the end of the tenth week.

c) Cost of such a tryout:

i) TEP materials: US$350.00 or less

ii) Use of one tape recorder or language laboratory booth for 10 weeks, plus an additional one during weeks 3 through 8 (6 weeks).

iii) Personnel

a) tryout supervisor and evaluator

b) trainees

Each member country sent at least one research counterpart to RELC to work with Dr Horst in one or more phases of the formal TEP tryout in 1968. These people are therefore already familiar with the content of TEP and the procedures used in conducting such tryouts. These people would be the logical ones to conduct a tryout of the TEP phonology course. It is recommended that they be used as tryout supervisor and evaluator in any member country, if they are available. The RELC research staff can provide consultation as required for member country tryouts.

Editorial Advisory Board of the RELC Journal

The following have been designated as members of the Editorial Advisory Board by their respective Ministries of Education:

Indonesia	Dr Zaini Machmoed, IKIP Malang.
Laos	Mr Phone Khoxayo, College of Education, Vientiane.
Malaysia	Dr Lim Kiat Boey, University of Malaya.
Philippines	Dr Bonifacio Sibayan, Philippine Normal College.
Singapore	Mr Ho Wah Kam, Teachers' Training College.
Thailand	M. L. Boonlua Debyasuvarn, Silpakorn University.
Vietnam	Dr Le Van, University of Saigon.

March 1970

Opening Remarks by Mdm Pinhkham Simmalavong,
Chairman, Organizing Committee

Mr Director of SEAMES,
Distinguished Guests,
Ladies and Gentlemen:

It is my privilege and pleasure as Chairman of the Organizing Committee to introduce to you the distinguished guests and members of the Coordinating Committee seated at this table.

Beginning from my right is Dr Samsuri, Rector of the Institute of Education and Teacher Training from Indonesia. On Dr Samsuri's left is Mr Yap Hong Kuan, Director of Schools, Ministry of Education, Malaysia. Next to Mr Yap is Mr Jose T. Enriquez, Assistant Director of the Bureau of Public Schools in the Philippines and Vice-Chairman of the Coordinating Committee. Seated next to Mr Enriquez is General Netr Khemayodhin, Director of the Southeast Asian Ministe of Education Secretariat. On General Netr's left is Mr Khamkhing Souvanlasy, Director General of Education, Laos, who in a few minutes will give the Opening Address.

Mrs Tai Yu-lin, seated on my left, is Director of the Interim Regional English Language Centre, Singapore. On her left is Mr Low Kee Cheok, Specialist Inspector of English Language and Literature from the Ministry of Education, Singapore. Immediately seated on Mr Low's left is M. L. Boonlua Debyasuvarn, Acting Dean of Liberal Arts, Silpakorn University, Nakorn Pathom, Thailand. And next to M. L. Boonlua is Dr Duong Thanh Binh, Associate Professor of English Saigon University, Vietnam.

It may be of interest to local guests and observers if I explain briefly, for I have been asked on several occasions, what the terms, SEAMEO, SEAMEC, and SEAMES mean.

1. SEAMEO - that is, the Southeast Asian Ministers of Education Organization, is the parent body which exists to promote regional cooperation in education among its seven member-nations, namely Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam.

2. SEAMEC - the letter C stands for Council, the Ministers' Conference. This conference is held once a year in different member countries to approve policies or proposals submitted by various project centers.

3. SEAMES - the last letter S stands for Secretariat - which has its headquarters in Bangkok.

SEAMEO has carried on in its member-states, a number of projects which are either in operation or in an advanced stage of planning. These include the Regional Center for Education in Science and Mathematics (Penang), the Central Coordinating Board for Tropical Medicine (Bangkok), the Regional Center for Graduate Study in Tropical Biology (Bogor), the Regional Center for Educational Innovation and Technology (Vietnam), and the Regional English Language Centre, Singapore.

This week's meeting is solely concerned with the Regional English Language Centre. Its primary aim is to improve the standards of teaching and learning English as a second or foreign language in Southeast Asia.

It attempts to fulfil this aim by carrying out training courses, research, research programs, the production of instructional materials, and the provision of consultant and information sources.

The work of the Center is directed by a Coordinating Committee composed of one representative from each of the participating member countries. This Coordinating Committee has met twice a year to formulate policy, to draw up the annual program and budget, and to evaluate and review the programs and projects of the Center.

The meeting which begins today is the Seventh Meeting of the Coordinating Committee for the Center. Previous meetings had been held in Singapore, Kuala Lumpur, Malang (Indonesia), Quezon City (Philippines), and Hong Kong.

I should like to make it clear that though this Opening Ceremony is open to invited guests, the meeting itself will be restricted to delegates and official observers - either Press, however will be very welcome to cover the first ten minutes of plenary session I, which will begin in this Conference Room at 10.15 o'clock.

Finally, on behalf of the Organizing Committee, I would like to thank all local guests and observers for coming to grace this Opening Ceremony and would also like to take this opportunity to thank SEAMES, the Regional English Language Centre, U.S. AID Mission in Laos, IVS Education/Laos and all individuals for the kind and generous assistance they have given to the Organizing Committee for the preparations of this meeting.

Thank you.

Address by General Netr Khemayodhin, SEAMES Director

Your Excellency the Minister of Education,
Your Excellencies the Ambassadors,
Distinguished members of the RELC Coordinating Committee,
Honoured Guests, Ladies and Gentlemen:

I have the great pleasure to attend the Seventh Meeting of the RELC Coordinating Committee, which is happily held in Vientiane, the northern-most capital city of our Organization's member countries. This is, as you all might have noted, the first time that Laos has hosted a meeting of the Southeast Asian Ministers of Education Organization. This is indeed a true indicator that Laos is increasingly participating in the activities of the "Southeast Asian Community of Nations" where she belongs. Mrs Tai Yu-lin, Director of the SEAMEO Regional English Language Centre, or RELC, richly deserves our warmest congratulations for taking the initiative of arranging the meeting here in Vientiane, but doubly more deserving of our thanks is the Royal Government of Laos for graciously consenting to host the meeting. It is hoped that this first meeting in Laos is not the last for our Organization, but should herald many more regional activities in this country in the future.

Ladies and Gentlemen, you might care to know that His Excellency Thao Leuam Insisienmai, Deputy Prime Minister and Minster of Education of Laos, is now one of the two original Ministers of Education of Southeast Asia still in office, who initiated the decision to found the Organization. By a happy coincidence, the other remaining founding Minister of Education is His Excellency Ong Pang Boon, Minister for Education of Singapore, where the RELC is located. Perhaps this affinity may well be the reason the RELC has been especially favoured by Laos in many ways.

As many of you in this distinguished gathering may be well aware of, the Southeast Asian Ministers of Education Organization (or SEAMEO) was first conceived just over four years ago at a ministerial conference in Bangkok in November 1965. The main objective of this Organization is to work for the betterment of education in Southeast Asia by creating, strengthening and sharing in the benefits of regional education centres located within the region. The various member countries offer, individually and insofar as is possible, the facilities of the

developed of their educational institutions for the benefit of the region as a whole. This does not mean that all the member countries including Laos must undertake to create at least one regional centre to serve the region. The emphasis is as much on participating and benefiting by the regional activities as on the offering of the educational facilities by the host member countries. Indeed, the structure of the Organization and of the individual regional centres has been designed in such a way that the special needs and requirements of the various member countries are catered for. This is through the mechanism of the governing board, or in the case of the RELC, through the RELC Coordinating Committee, which approves and supervises the programme activities of the Centre. I shall take this opportunity, at this juncture, to quote an excerpt from the Statement of His Excellency the Minister for Education of Singapore and for a term President of SEAMEC, given at a recent Ministerial Conference in Kuala Lumpur:

> "... I am glad to say that Singapore has never come across any instance of undue influence exerted by a host country on the project it hosts. The governing boards of all the projects are truly regional in character, with equal representation from all the member countries. The policies they formulate and the programmes they oversee are for the good of the region as a whole and not in the interest of any particular country. ...."

For your information , up to the present, the Organization has a membership of seven countries, alphabetically: Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand and Vietnam. Burma and Cambodia have been extended a standing invitation to join the Organization as and when they feel inclined to do so. The following regional centres for training and research in academic disciplines have been originated: Tropical Biology (in Bogor, Indonesia), Science and Mathematics (in Penang, Malaysia), Agriculture (in Los Banos, Philippines), English Language Education (in Singapore), Tropical Medicine and Public Health (in Bangkok, Thailand), and Educational Innovation and Technology (to be permanently located in Saigon, Vietnam).

After a period of just over four years since the inception of the movement for regional cooperation in education, the Movement has now become formally an Organization complete with its own juridical personality. The Council of Ministers of Education, representing the seven member countries, is the highest authority in the Organization for the formulation of important policy decisions. The Council is served by a Secretariat, of which I am the Director or Secretary-General. The various regional centres, already mentioned above, represent the component parts of the Organization. A governing board whose members represent the Ministers of

Education of the member countries directly has been created for each regional centre in order to formulate policies on professional and academic level and to oversee programme activities. The Project Director has the all-important function of initiating programme and policy proposals, as well as the implementation of the approved policies and programme activities. Each Project Director is assisted by a full complement of administrative staff, as well as academic and professional personnel such as professors, lecturers, international consultants and experts who might be called in for special needs.

Ladies and Gentlemen, I have taken the opportunity to give you a glimpse of the purpose, structure and modus operandi of our Organization. I now would like to say a few words about the present RELC meeting in Vietntiane. For technical reasons, the interim period for this centre will be extended to December 1971. However, judging from the agenda, this meeting is really set to solve rather crucial problems that will affect the progress of the centre's operation in the years to come. The Minister of Education of Singapore has nominated Mrs Tai Yu-lin as RELC Director. At this meeting, the Coordinating Committee might wish to discuss and clarify the nature and functions of this post in a way that will lead to the most efficient and satisfactory achievements of the centre. Another major problem to be tackled is the problem of assignment and secondment of professional staff to serve in RELC. Subject to some reservations and confirmation by the governments concerned, the Ministerial Council in Kuala Lumpur has approved the RELC assignment plan. I hope this meeting will be able to throw some more light on this issue.

To conclude, on behalf of the Organization, I should like to express our grateful appreciation to the Royal Government of Laos once again for their gracious hospitality extended to the RELC Coordinating Committee, and therefore to the SEAMEO Organization as a whole. I wish the meeting a great success in their deliberation.

Thank you.

Opening Address by Mr Khamkhing Souvanlasy,
Director General of Education

Mr Director of SEAMES,
Distinguished Delegates,
Ladies and Gentlemen:

On behalf of the Royal Government of Laos and the Ministry of Education I have great pleasure in welcoming distinguished delegates, observers, and guests to the Opening Ceremony of the Seventh Meeting of the Coordinating Committee for the Regional English Language Center.

It is also an honor for me to speak before you in the name of His Excellency Leuam Insisiengmay, Deputy Prime Minister and Minister for Education, Fine Arts, and Sports and Youth, who with other commitments that require his presence elsewhere, is not able to come to open this meeting personally, as much as he would have liked to do so. He asks me to extend to the Coordinating Committee his best wishes for the success of the four-day meeting.

Laos is honored for having been given this opportunity to host the Seventh Meeting in Vientiane. She had expressed an interest in holding one of the Coordinating Committee's meetings here earlier, but some technical problems had prevented her from fulfilling her wish.

I hope it will be of interest to you if I now touch on some of the activities and problems with which we in Laos are concerned in the field of English as a second or foreign language.

In our educational system English is taught as a foreign language in secondary schools (lycées), teacher training schools (écoles normales), and in other higher institutions. It has been taught for many years by a more traditional and passive method. However, about ten years ago, a new and more enlightened method, namely the aural-oral approach, was introduced in the English Section of the Ecole Supérieure de Pédagogie. Since then this new approach has been advocated by other principal lycées and écoles normales in the country.

The English Section, being the only institution that is concerned with training teachers of English, has received an average annual intake of about 50 students from primary and secondary schools. Some of the incoming students hav-

no knowledge of English at all. The 30-booth language laboratory has been used intensively by these students in addition to their other English courses. In their first year the students take about 28 hours of English and a few hours of Lao language a week. It is only from the second year on that they begin to take other academic subjects in English. It is here that English is taught as a second language and is taught by, mostly, native speakers.

The students who have come to this school must undergo both academic and professional training for various lengths of time depending on their level of education. Some study for 4 years, others study for 6 or 7 years. Upon graduation most have received scholarships to go for mere training or more education abroad.

However, these graduates have not all taken teaching English as their majored subject. They have taken Mathematics, Science, Social Science, and Agriculture as well. As a result, we only have a few teachers of English who are nationals. Others are native speakers from the United States, the United Kingdom, New Zealand, and Australia. We do have a few French teachers of English too.

The native teachers only teach at the lycées, écoles normales, and other institutions in big cities. They cannot be sent to the small secondary schools outside of the city due to security problems. There are still many schools in Laos that do not have English teachers, and we do not have enough Lao teachers to go around either.

This seems to be a paradox, that is, on one hand we would like all secondary school students to learn English and on the other hand we cannot provide them with enough teachers. Only students who go to school in big cities have a chance to study English from 2 to 4 hours a week whereas those who go to small secondary schools do not. Consequently, their ability in English varies a great deal and presents problems to teachers and program developing personnel when they advance to higher grades in the lycées or when they come in to the English Section.

Besides the lack of English teachers, the Ministry has faced two other problems: (i) the lack of suitable teaching materials. At the moment most schools have sufficient numbers of textbooks, but they are different and are not suitable for Lao students. (ii) the lack of teaching experience among the young, but hard-working native speakers of English. Sometimes these teachers have had no professional training at all before they come to teach in Laos. In that case the Ministry has to give them some help to prepare them for the teaching. Usually the Ministry itself does not have qualified personnel to carry out this special training course.

It has, therefore, left this work to the English Section to organize. As I understand this Section has already organized for three consecutive years now an Orientation course in Teaching English as a Second or Foreign Language for these teachers before each school year begins. At the beginning of this school year, the English Section because of its limited staff requested for some technical assistance from the Regional English Language Center.

The Center also gave another assistance to the Teacher Training Division by providing consultant services during the National In-Service Seminar on "Problems of Teaching English to Lao Students in Laos" held at the Ecole Supérieure de Pédagogie in January of this year. Prior to these two events the Teacher Training Division had invited a specialist from the Center to study the situation of English teaching in Laos and to suggest ways and means for improving it.

As a result of the three visits to Laos the Center professional staff suggested that an English syllabus for all secondary schools be set up, a position of a coordinator of English programs at all levels be established, and a form of English examination for Lao diploma students be drawn up. These suggestions will be considered by the respective departments in the Ministry of Education.

In view of the fact that there is an urgent need for English teachers, the Ministry will have to see that the English Section concentrate its effort primarily in training English teachers.

In the future it is reported that the teacher training Division is going to organize another seminar on English Language Programs for Secondary Schools during the summer vacation. Beginning the school year 1970 - 1971 the English Section is going to recruit candidiates only among students who have at least ten years of school. By envisaging this it is going to undertake several projects including the design of an entrance test in English to test incoming students from the lycées and the development of a special English course for these students.

Once we produce enough English teachers we would like to see that the standard of English teaching and learning be improved in our country. We feel that if English were to be taught, it should be taught effectively; otherwise, it would neither contribute to improve the teaching of the national language nor the economy of the country.

The success of the above-mentioned projects, depends essentially on outside help. We are confident that this help could be again obtained from the Regional English Language Center as well as from other sources.

These then, Ladies and Gentlemen, are some of the activities and problems that we in Laos are concerned with in the field of English teaching as a second or foreign language.

It is now my pleasure and privilege to declare open the Seventh Meeting of the Coordinating Committee for the Regional English Language Center.

Thank you.

Closing Address by Mr Low Kee Cheok,
Chairman of the RELC Coordinating Committee

Ladies and Gentlemen:

I had some misgivings when I was elected chairman of this the Seventh Meeting of the Coordinating Committee for RELC, that I would be able to carry out my duties. That I have been able to complete the agenda is in no small measure due to the goodwill and fellowship of members of this committee. It is this willingness to get down to talk about our problems and the concern for the welfare and effectiveness of the RELC as an institution that impressed me. The spirit of regional cooperation as expressed in the Charter of SEAMEO lives.

During our deliberations we have been able to define more clearly some of the functions of RELC and to give the RELC Director mandates to carry out her programmes.

I would like on behalf of the Committee to thank the Government of Laos for hosting this meeting and the Organizing Committee for their assistance. I would like to convey to the SEAMES Director, the Committee's gratitude for his interest in RELC, shown by his presence at our meeting and the size of the SEAMES delegation. To Mr Jose Enriquez, the Vice-Chairman, my thanks for his support, and to Mr Yap Hong Kuan my appreciation for his service as Rapporteur.

I now declare the meeting closed.

Time-Table

Tuesday, 24th March

9.00 - 9.30 a.m.	Opening Ceremony: a) Opening address by Mr Khamkhing Souvanlasy, Director General of Education, Ministry of Education, Laos. b) Address by General Netr Khemayodhin, SEAMES Director.
9.30 - 10.00 a.m.	Refreshments
10.00 - 12.00 noon	Plenary Session I
12.00 - 2.00 p.m.	Lunch
2.00 - 5.30 p.m.	Plenary Session II
(3.15 - 3.30 p.m.	- Coffee break)

Wednesday, 25th March

8.30 - 12.00 noon	Plenary Session III
(10.00 - 10.15 a.m.	- Coffee break)
12.00 - 2.00 p.m.	Lunch
2.00 - 5.30 p.m.	Plenary Session IV
(3.15 - 3.30 p.m.	- Coffee break)

Thursday, 26th March

8.30 - 12.00 noon	Plenary Session V
(10.00 - 10.15 a.m. - Coffee break)	
12.00 - 2.00 p.m.	Lunch
2.00 - 5.30 p.m.	Plenary Session VI
(3.15 - 3.30 p.m. - Coffee break)	

Friday, 27th March

8.30 - 3.00 p.m.	Free (Secretariat to finalize draft report)
3.00 - 5.00 p.m.	a) Presentation and adoption of report
	b) Communique
	c) Closing
5.00 p.m.	Refreshments

List of Participants

I. Coordinating Committee Members

Indonesia	Dr Samsuri, Rector, Institut Keguruan Dan Ilmu Pendidikan (IKIP), Malang.
Laos	Madame Pinhkham Simmalavong, Director of Studies, English Section, College of Education, Vientiane.
Malaysia	Mr Yap Hong Kuan, Chief Education Officer, Selangor, Education Office Selangor, Jalan Swettenham, Kuala Lumpur.
Philippines	Mr Jose T. Enriquez, Assistant Director, Bureau of Public Schools, Manila.
Singapore	Mr Low Kee Cheok, Specialist Inspector (English Language and Literature), Ministry of Education, Singapore.

	Thailand		M. L. Boonlua Debyasuvarn, Acting Dean of Liberal Arts, Silpakorn University Nakorn Pathom.
	Vietnam		Dr Duong Thanh Binh, Associate Professor of English, Faculty of Pedagogy, Saigon University Saigon.
II.	Officials from SEAMES	1)	General Netr Khemayodhin, SEAMES Director.
		2)	Mr Khoo Eng Choon, Assistant Director II.
		3)	Dr Robert Jacobs, Consultant.
		4)	Mr Thavisakdi Srimuang, Programme Development Assistant.
		5)	Mr Marcos S. Ramos, Programme Analyst.
III.	RELC Staff	1)	Mrs Tai Yu-lin, RELC Director.
		2)	Mr Norman de Souza, Registrar and Bursar.
		3)	Mr R.K. Tongue, Specialist in Methodology.

IV. Observers

1) Mr Perrick Kernen,
Director,
French Cultural Center,
French Embassy,
Vientiane.

2) Mr Michael Smithies,
University of Pittsburgh Thailand
English Project,
English Language Adviser,
Kasetsart University,
Bangkok.

3) Mr C.W. Stevens,
University of Hawaii - USAID - Laos,
Technical Assistance Contract,
Consultant,
Fa-Ngum Comprehensive School,
Vientiane.

4) Mr Larry Woodson,
Head,
International Voluntary Services/Education,
Vientiane.

V. Secretariat

1) Mr Phone Khoxayo

2) Mr Saly Chittavoravong

Vientiane Organizing Committee

Chairman	Madame Pinhkham Simmalavong
Transportation, reception, entertainment	Mr Somsak Saythongphet (Chairman) Mr Onesy Inthavong Mr Boun Nho Rattana
Refreshments	Mrs Siphong (Chairman) Mrs Boun Ma Miss Sanith Manirath Mrs Theothong Mrs Thongloui Inthavong Miss Phonesavanh Bilavarn Mrs Chanthoumma Souvannakhily
Publicity, decoration, seating arrangement	Mr Sisaket Phachantha (Chairman) Mr Somphone Phengrattanavong Mrs Theothong Chao Anouvong Khammao
Registration, brief cases, invitation	Mrs Viengtha Saythongphet (Chairman) Mrs Visoun I. Souvannavong Mrs Chanthoumma Souvannakhily Miss Boudsabong Phakhamsay

Appendix 8

Communique

The Seventh Meeting of the Coordinating Committee, the Governing Board of the Regional English Language Centre, located in Singapore was held in Conference Room of the Ministry of Education, Vientiane, Laos from 24th to 27th March 1970.

The meeting which was officially declared opened by Mr Khamkhing Souvanlasy, Director General of Education, was attended by members of the Coordinating Committee from Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam. The SEAMES delegation was led by the Direct General Netr Khemayodhin. Also present were Dr Robert Jacobs, Consultant to SEAMES and observers from Fa-Ngum Comprehensive School Vientiane, French Embassy Vientiane, International Voluntary Services/Education Vientiane and Kasetsart University Bangkok.

The Coordinating Committee unanimously approved the nomination by the Minister for Education, Singapore, of Mrs Tai Yu-lin as Director of the permane RELC.

Procedures in respect of RELC professional staff recruitment and matters relating to the control of published or reproduced materials were discuss and finalized.

The Committee examined the proposed RELC activities and the financial support profile covering the period 1970 - 1971; satisfaction was expressed with the progress of the centre's training programmes and plans were approved for forthcoming courses. The Committee also approved the draft programme for the Fifth Regional Seminar on English Language Testing which will be held in Bangko from 25th to 30th May 1970.

The next meeting of the Coordinating Committee has been tentatively scheduled for September 1970.

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